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ABSTRACT

The study assessed the feasibility of training parents to ameliorate their children's learning disabilities in the area of reading. Parents were instructed in teaching their own children. Differences in gain scores and learning rate on the reading instruments tested the hypotheses of efficacy of parental help for 26 second graders. Treatment included diagnosis, teaching the parents personality theory, learning theory, and reading methodology, demonstration lessons with children, and parents teaching their children in 12 one-hour practicums. Analyses of variance and covariance on the California reading grade equivalent scores and percentiles failed at the .05 significance level. Percentile rank by the one-tailed t test using the paired difference method approached significant rank loss for controls at the .10 level. Improvement on learning rate for the 14 experimental subjects was significant at the .001 alpha on the Oral Reading Inventory using the t test, paired difference method. Gain scores on inventories were significant at the .005 level by variance and covariance analyses. It is concluded that the findings indicate that some parents can be good remedial resources for their children's learning difficulties. (Author)

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Final Report

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INDIVIDUALIZED AMELIORATION OF LEARNING DISABILITY THROUGH PARENT-HELPER-PUPIL INVOLVEMENT

April 1972

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ABSTRACT

Individualized Amelioration of Learning Disability
Through Parent-Helper-Pupil Involvement

The study assessed the feasibility of training parents to ameliorate their children's learning difficulties, focused in the reading area, by experimentation of teaching the parents to teach their own children.

Differences in gain scores and learning rate on the reading instruments tested the hypotheses of efficacy of parental help.

Subjects were second graders from public and Army dependent schools. A lottery from parent applications assigned groups: 14 experimentals and 12 controls.

Treatment included diagnosis, teaching the parents personality theory, learning theory, and reading methodology in five two-hour presessions. demonstration lessons with children, and parents teaching their children in 12 one-hour practicums.

Analysis of variance and covariance on the California reading grade equivalent scores and percentiles failed significance at the .05 level. Percentile rank by the t-test, paired difference method, one-tail, approached significant rank loss for controls at the .10 level. Improvement on learning rate for the experimentals was significant at the .001 alpha on the oral reading inventory by the t-test, paired difference method. Gain scores on inventories were significant at the .005 level by analysis of variance and analysis of covariance.

Findings indicate that some parents can be a good remedial resource for their children's learning difficulties.

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Clarksville, Tennessee
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INTRODUCTION

Problem

Estimates of the number of children with such severe learning problems that they do not make adequate academic progress range from 5 to 30 per cent of the school population. In spite of the increasing interest and provision for prescriptive and preventive teaching of these children within the public schools, the individual help needed is so expensive and limited in availability that too few can handle it. The parents also need and seek help in understanding and handling the learning-behavior problems. Most of the problems are so complex that a holistic approach in an individual procedure is needed, but lacking. However, to afford every child of educational potential the opportunity to become a literate and constructive citizen, further individualization is not only needed, but is sometimes both possible and economical through better use of existing resources.

The problem is to explore beyond the usual individualizing instruction resources for the learning-disability child. One generally unused resource is active parent participation in ameliorating their own children's learning problems. The efficacy of parents given short-term specialized training and supervision to assist in their children's academic learning (reading) is the resource to be assessed.

Related Literature

Various clinics and schools have attempted to use a more holistic approach to facilitate the child's learning. In working with the children on a rather intensive basis, many found there were so many problems stemming from other sources (poor emotional environment at home, visual-motor-perceptual difficulties not ameliorated through the previous treatments, inappropriate diagnosis and teaching, breakdown of communication between home and school) that it was impossible to make realistic, permanent progress without specialized help for the parents. One such program in the special child area is Valett's (1969).

The preponderance of those who have experimented with the use of own parents to teach children falls within the early childhood development and learning clinic area. One might, by a slight stretch of the interpretation, also include such plans as Frank Laubach's (1960) "each one teach one" approach. Delacato (1963) reports good success in using the parents' involvement in the educational area, both as a means of individualizing the training for the child and as a means of achieving necessary parental personality changes. Many special education schools, privately endowed or operated, include in some way counseling and re-education for the parents in handling their children's learning difficulties. Dr. Rabinovitch, when with the Hawthorne Study Center, told of using five mothers of severe learning problems as reading teachers for their own children--successfully.

Lewis, Strauss, and Lehtinen (1960) for some years have been faithful in attempts to interpret to parents the dynamics of learning disabilities and to teach them skills in handling the problems attendant to the Strauss Syndrome behavior difficulties. They have, at least, contributed literature for parents.

The California Council of Parent Participation Nursery Schools, Inc. (1968) seeks to stimulate the parents' and children's growth in understanding of self and human relationships by participation to facilitate their children's learning. Katharine Whiteside Taylor also provides further publications for the parent cooperative (1967), though still on a preschool level.

The use of home and parental involvement in intervention programs for preschoolers has been explored by Barbrack (1970), Susan W. Gray (1970), and Barbara R. Gilmer (1969). They report that the potential for increase in parental concern with achievement motivation could be a realistic approach to amelioration of the progressive academic failure, especially within the disadvantaged subculture.

Many Head Start and Follow Through programs seek to train parents to assist in the teaching procedures with the preschool and early primary children. Usually these parents participate in a training program along specific objectives for that program. They then function as paraprofessionals or aides in the various capacities. However, most of these programs are not designed for a one-to-one basis for remediation with one's own child in the reading area. But the similar attitude of the use of the paraprofessional for increasing the resources for education of every child is present. The emphasis is put on the creativity and potential of anything and anybody who might redeem the child--even a little.

Dr. Wilson Riles (1969), at the Conference on Problems of Education of Children in the Inner City, commented that parents should be considered partners in the educational process. He would train them not only to work with the children, but, also, in many cases, to master the task themselves. He emphasizes the need to involve them in planning, implementation, and evaluation of education, and to provide them with materials that help in educating their children.

Dr. Robert R. Carkhuff (1971) says that the helpee is partly a product of his many relationships with significant persons. Working with an already established significant other is more likely to be effective than developing a new significant other. He would find ways to cut out the middleman and train those most directly involved in the helpee's welfare. He finds it even more efficient and effective to directly train the helpee himself. He feels that the disadvantaged can especially be helped through utilizing indigenous lay personnel as functional professionals.

Harold Mathis (1971) concludes that previously untrained people can help with their own children's learning. He reports training a

disturbed, illiterate, eight-year-old boy, using the mother as therapist in communication skills, arithmetic operations, and motor coordination.

Many mental health centers now include training programs for parents; indeed, it is a part of the accepted program offering for additional funding. Most of these are keyed to the interpersonal family problems and relationships with the significant others. Sometimes tutoring programs in anything from hygiene or health habits to study skills may be a part. But seldom is the parent specifically trained to tutor in the reading area, for the mental health center is not oriented for solving educational problems, even though they are so keenly involved in those problems.

The Child Development Division of the Jewish Vocational Service (1961) in Milwaukee has worked in the development of programs for parent training and counseling. The programs, though aimed primarily at correcting learning disabilities, provided parental help only in the behavioral and interpersonal problem area. No attempts at parental re-education to involve them in the reading disability area have been reported.

Ray Barsch (1961) comments on the paucity of help for parents of the learning disability child and the lack of research studies involving those adults. On the other hand, A. Edward Ahr (1968) has attempted to involve parents in training and testing their own children as a means of communicating to them their special needs.

Numerous school districts put out brief bulletins to parents of special children, but few attempt to teach them on any continuing basis or to change behavior and interaction through the actual doing. Portland Public Schools publishes a Handbook for Parents, and many state departments of education have similar helps. Various service groups and professional societies encourage the dissemination of information and participation in group activities for these children. Among these newer organizations is the Association for Learning Disability. Books to aid the parent to know how to help the child academically are offered for sale by a number of authors, but none with the supervised practicum with the materials and professional at hand.

The negative attitude concerning involvement of the parent in active retraining procedures with the child is rather well summarized in an article of viewpoint by Don Worden and Russell Snyder (1969--not supported by research). They state that out of 36 children referred to them by their schools because of poor reading performance, 34 had families who had attempted to tutor the children at home, and that 30 of those attempts were totally unsuccessful and probably harmful. If families are so interested in their children that they wish to help, why should they not be properly aided, rather than being led to believe that there is nothing they can do to improve the situation and the child's ability to cope? Doctors Worden and Snyder conclude that tutoring by parents has a negligible place in therapy of childhood dyslexia; but that inference is unsubstantiated by earnest research into the possibilities

of that resource. Nonetheless, the "hands off" policy in the reading area seems to prevail among professionals.

So many reading research studies show a "washout" of treatment effect after passage of time. Perhaps reaching into the home environment as well as the school will help afford more permanent improvement.

In the fall of 1962 this investigator, while she was a reading consultant in the schools of Knox County, Tennessee, conducted an experiment using mothers and surrogate mothers as educational therapists within a public school setting. Measures from taped oral reading inventories showed significant drop in errors, gain in fluency, and increased level of difficulty on which the child could adequately perform. Additional subjective measures from the parents and teachers were even more encouraging. Continued follow-up has shown a lack of "washout" effect with those children whose own mothers participated. School records of those taught by surrogate mothers fail to show significant lasting improvement.

Since the first experiment revealed definite possibilities in a controlled educational setting, two additional pilot parent groups were organized in other school areas in the spring and early summer. These were limited to parents with their own children. One group in the program was limited to six children with their mothers, while the other group was limited to 20 families. Both parents of some of the children in the larger group participated. Groups showed similar significant gain--with no drop of efficacy in the larger group. Follow-up through the next six years showed continuing positive effects in family relationships and academic learning.

Further experimentation in such parent plans in other milieus has also been gratifying--though without formal statistical treatment of data.

Objectives

The main objective was to find a financially feasible and professionally efficient method to remediate the reading difficulties of some primary school children. A secondary objective was to help the parents make desired changes to facilitate their children's learning in any area so that the effects would be more longlasting. These improvements were objectively measurable through reading fluency and level, difference in errors on oral reading inventories, and achievement on standardized reading tests. They were also subjectively measurable through teacher, parent, clinician, and school ratings.

HYPOTHESES

Hypothesis 1 The improvement in the individual children's learning (reading) rates after parental help will fail to reach significance at the .05 level. For this the child is to be his own match. The rate of reading gain during the child's previous school enrollment will be compared with the rate of gain during the treatment period. Instruments are the California Reading Achievement Tests, 1970 Edition, Forms A and B, and the Oral Reading Inventory (Appendix A).

Hypothesis 2 Improvement of the treatment group on the California Reading Achievement Test compared to the control group will fail to reach significance at the .05 level.

Hypothesis 3 Improvement of the treatment group will fail to reach significant superiority at the .05 level over the control group on the Oral Reading Inventory dimensions: level of difficulty, rate of error, and speed.

METHODOLOGY

The subjects for this study were parents and their second-grade children in the Clarksville-Montgomery County Public Schools in Tennessee and the U.S. Army Dependent Schools in Fort Campbell, Kentucky. Parents of second-grade children were mailed information and applications for the treatment (Appendix A). Applicants were drawn by lot for the groups. There were 26 applicants: 14 were admitted for treatment, and 12 were controls.

The study was designed to assess the feasibility of training parents to ameliorate their children's learning difficulties, focused in the reading area, by the actual experimentation of teaching the parents to teach their own children.

Differences in learning rate and performance improvement on the reading instruments tested the hypotheses stated on page 7. Treatment was further identified by taping all sessions and evaluating them for content and process. The independent variables were the teaching of the parents, diagnosis, and the teaching of the children. Each parent taught his own child under supervision in the practicum. The dependent variables were the randomization and pretesting measures and estimates of past learning rate of the children. Differences in the pre- and post-testing of the children on the measuring instruments determined the effectiveness of the independent variables to test the hypotheses.

After a two-week period for applications for treatment, a lottery was drawn to assign the treatment and control groups. Preobservation testing was done at the schools on all subjects. Only parents of those drawn for treatment were notified of inclusion for treatment.

Treatment included: further individual diagnosis of causation and needs, parent interaction and interviews, teaching the parent group in the areas of personality theory, learning theory, and reading. (Appendix B) Demonstration lessons with the children also aided treatment. Parent teaching extended through five two-hour sessions over a two-week period. All sessions were taped and recorded for content and process. Parents then tutored their own children in the reading area under the supervision of the professional for a period of six weeks, twice a week at one-hour sessions, making a total of 17 group meetings.

Procedure Schedule

First Month

- Public schools administrative clearance
- School principals contacted and names of second graders and parents and addresses obtained
- Lottery of applications for assignment to groups
- Parents of treatment group notified
- Preobservations began at schools

Second Month

Preobservations completed

Parent instruction began

Five two-hour sessions (three weeks on Tuesday and Thursday from 7-9 p.m.) at Austin Peay State University large-group instruction room

Parents began teaching own children in practicum as the professional assisted them to find and use the materials and methods recommended for their children

Professional did demonstration teaching with children while parents observed (20 minutes). Parent tutored child 30 minutes. Some time escaped in shift of activities and selection of materials for individual work. Total time for practicums: one hour

Third and Fourth Months

Parents continued teaching own children

Total of practicums: 12 one-hour sessions, making grand total of 17 sessions, and 22 instructional hours

End of Fourth Month

Post observation procedures

At schools: California Achievement, Oral Reading Inventory, Teacher Comments, Pupil Comments

In final sessions: Parent comments and ratings of curriculum elements

Fifth Month

Statistical treatment

Interpretation

Writing and reporting

Before actual experimentation began, Austin Peay students pleaded for opportunity to work with a sibling from the families who would be participating. Ten siblings, levels kindergarten through sixth grade, came regularly and worked with students in a large lecture room adjoining the experimental room. There was no unexcused absence of a sibling or of a student worker. Students were both upper-division undergraduate and graduate. Students met with the director after each session to discuss their learnings, continue diagnosis, exchange helps, and plan directions. Families did not know until treatment teaching sessions began that it might be possible to bring the siblings. How much the high esprit de corps was facilitated by the addition is debatable.

The California Mental Maturity Test; California Achievement Tests (Reading), 1970 Edition, Form A; Ocular Motility; and Oral Reading Inventory were administered to all subjects at the schools during the preobservation. The run test on the California Mental Maturity showed subjects to be from a continuous population. Combined I.Q. means were: language 104, non-language 100, and total 102, percentile 53.

The combined mean preobservation chronological age was 7 years 11 months.

On the preobservation California Achievement percentile rank the combined mean was 36. The combined mean for reading grade equivalent was 1.9. Two parents in each group noted they had applied for aid for their second-graders they deemed normal in progress, so they could discover how to help older remedial siblings for whom there was no program.

Preobservation screening revealed most of the children who were significantly below grade level had at least minimal ocular motility or visual-motor-perceptual difficulties. (Appendix A)

Oral Reading Inventories were taped both on the pre and post observations at the schools. They were analyzed for level, accuracy, and fluency. (Appendix A) A stop watch was used for recording fluency. Each level upon which the child read was recorded for errors and time. Then the error percentage was computed by dividing the errors by the number of words read. Further, the error percentage was converted to accuracy percentage score. The highest level at which the child could read without loss of former accuracy or rate furnished the minuend for computing level gain. A child progressing at normal expectancy would score 1.0. That is, he would progress two months during that time of two months in treatment. To compute learning rate, the pre-level reading gain score was divided by the number of months of school the child had had. Reading level gain during treatment was divided by the two month's duration. Rate or fluency was represented by the number of words read per second.

Accurate appraisal of educational background and literacy of the control parents was not as available as for experimentals. The treatment parents included both literates and functional illiterates. Three mothers were functional illiterates,[1] though all mothers were at least high school graduates by their own reporting. One mother had attended college briefly. Another mother was completing her practice teaching and bachelor's degree. One Negro mother was a part-time domestic, and the father, an eighth-grade graduate, was unemployed. Parents were both lower and middle class. One mother had a speech impediment. No correlation was indicated between the mother's educational attainment and the child's reading gain on the oral reading inventory. However, there was a trend for the child of the more able parents to cope better and to show a better gain score.

Half the fathers of the experimentals had attended college at least briefly, but only one had graduated. Four fathers attended the pre-sessions, one without the mother's participation.

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[1]Functional illiteracy classification was based primarily on the mother's written responses, in which there were gross errors in grammar, capitalization, punctuation, spelling, and sentence sense. They were barely able to make themselves understood in writing.

School reporting does not indicate that the control group was significantly different from the experimental on the home backgrounds.

Two mothers were employed full time; but the father rather than one of those mothers participated. Both those mothers were clerk-typists on Civil Service at Fort Campbell. Father's occupations were: U.S. Army, Montgomery Ward department manager, pattern technician with Acme Boot Co., teacher-coach, electrical inspector, package store salesman, polygraphist, draftsman, TV repairman, unemployed, and deceased.

The number of children in the families were: two families with one boy each, two families with two children, six families with three, two families with four, one family with five, and one family with six children. Ages of the siblings ranged from two years to 20. Ages of the mothers ranged from 29 to 41 and the fathers 31 to 52.

Teachers responded to questionnaires before and after treatment. Parents evaluated each preteaching session and the whole program in written responses. (Appendix A)

RESULTS

Tables 1 and 2 indicate no statistically significant difference on the California Reading percentile gain scores. Since both analysis of variance and analysis of covariance did not show significance, hypothesis two that there would be no difference must be accepted on that criterion.

Table 1

Summary of Analysis of Variance on California Reading Percentile Gain Scores

Source	SS	df	MS	F	P
Treatments	1,403.52	1	1,403.52	2.811	NS
Error	11,983.10	24	499.30		
Total	13,386.62	25			

F at .05, 1, 24 = 4.2597

Table 2

Summary of Analysis of Covariance on California Reading Percentile Gain Scores

Source	SS	df	MS	F	P
Treatments	177.60	1	177.60	1.108	NS
Error	3,687.29	23	160.32		
Total	3,864.89	24			

F at .05, 1, 23 = 4.2793

The results of analysis of variance and analysis of covariance are shown in Tables 3 and 4. Neither method revealed statistically significant difference between the experimentals and controls on the criterion of the California Reading grade equivalent gain scores. The second hypothesis is accepted on this criterion.

Table 3

Summary of Analysis of Variance on California Reading Grade Equivalent Gain Scores

Source	SS	df	MS	F	P
Treatments	1.12	1	1.12	1.318	NS
Error	20.46	24	0.85		
Total	21.58	25			

F at .05, 1, 24 = 4.2597

Table 4

Summary of Analysis of Covariance on California Reading Grade Equivalent Gain Scores

Source	SS	df	MS	F	P
Treatments	0.02	1	0.02	0.103	NS
Error	4.43	23	0.193		
Total	4.45	24			

F at .05, 1, 23 = 4.2793

Table 5 shows that analysis of variance on the Oral Reading Inventory reading gain scores attained significance at the .005 level. The third hypothesis that there would be no difference must be rejected on this criterion.

Table 5

Summary of Analysis of Variance on Oral Reading Inventory Gain Scores

Source	SS	df	MS	F	P
Treatments	80.778	1	80.778	10.252*	S
Error	189.107	24	7.879		@.005
Total	269.885	25			

F at .05, 1, 24 = 4.2597 *F at .005, 1, 24 = 9.5513

Table 6 shows that analysis of covariance on the Oral Reading Inventory gain scores also attained significance at the .005 level. Hypothesis three is rejected on this criterion.

Table 6

Summary of Analysis of Covariance on Oral Reading Inventory Gain Scores

Source	SS	df	MS	F	P
Treatments	31.081	2-1=1	31.081	11.6977*	S
Error	61.112	23	2.657		@.005
Total	92.193	24			

F at .05, 1, 23 = 4.2793 F at .01, 1, 23 = 7.8811

*F at .005, 1, 23 = 9.6348

Thus, the experimental data indicate highly significant differences between the criterion scores for the groups even after adjustment is made for the linear effect of the covariate.

The t-test of improvement in the children's learning rate after parental help failed to show significance on the California Achievement Test using either grade equivalency gain or percentile rank. Summary of Table 7, then, indicates acceptance of the first hypothesis on the California criteria. However, though the experimental group did show progress, the control group showed retrogression approaching significance at the .10 alpha on a one-tail test on the percentile rank. The percentile findings are quite within keeping with the usual examination of cumulative records of such nontreatment children already significantly behind their peers. Teachers of such pupils generally speak of the problem of the increasing learning gap between the pupil who cannot read and make progress on grade level and those who can. Though the California Test likely is not a discriminating enough instrument for such short-term experimentation, the usual trend does seem to begin to appear--though not statistically significant at the accepted alpha level.

The t-test of learning rate improvement for the experimentals on the Oral Reading Inventory criteria, however, showed high significance. The controls failed to show significant improvement. The first hypothesis on the Oral Reading Inventory criteria, then, must be rejected: the treatment did increase the learning rate. There is a highly significant difference between means at the .001 level.

Table 7

Summary of Learning Rate on the California Percentile and the Oral Reading Inventory (t-Test, Paired Difference)

Test Criteria	Mean Difference	Standard Error of Difference	t	p
California Ach. Percentile Rank				
Experimental	.9286	3.872	.23982	N.S.
Control	-3.917	2.89	-1.36	N.S.*
Oral Reading				
Experimental	4.167	.8167	5.102	S @ .001**
Control	.811	.505	1.606	N.S.

*one-tail, t at .05, 11 df = -1.80. Close at .10 on the one-tail.
**t at .001, 13 = 4.22.

Teacher reports on the children were also analyzed for differences before and after treatment and between groups. Before treatment, teachers' responses evaluated the children's coping styles. In addition the free-written comments were categorized into positive and negative comments concerning behavior, academic work, attention, and personality. According to teacher checklists the experimentals were more likely to face the issue, to be apathetic, to be overly dependent; but to be reasonably persistent in ordinary circumstances. The controls were likely to become easily discouraged and withdraw and be quiet and less communicative. There were eight positive comments in the experimentals and four in the controls. The experimentals had 21 negative comments and the controls 19.

On the teacher post-report check list the experimentals were significantly superior in more attention, teachableness, less defensiveness, participating more acceptably in the class, more responsibility for self. Of the four negative comments concerning the experimentals and the five concerning the controls there were two of the controls whose behavior had worsened, while there were none worsened in the other group.

The post comments nearly reversed. The preponderance of pre-treatment negative comments became positive. There were 32 positive comments about the experimentals and 13 about the controls, a significant difference at the .01 level by the chi-square method.

It was not possible to do any kind of personal adjustment inventory in the preobservations, only in the post. No sophistication is claimed for the inventory on either validity or reliability. (Appendix A) However, items that teachers also had knowledge of correlated well with the child's self-report. The controls were more likely to have their feelings hurt easily, to be lonesome, to have few friends, to find it harder to make friends. One-third of them felt ugly. Two-fifths had parents they thought didn't get along. They viewed their parents as being less likely to be proud of them. They were more likely to feel that people didn't like them. They didn't like to do work, and they daydreamed. The treatment group was more likely to feel they were a bother at home (one-half of them compared to one-fourth of the controls). It is likely that the reading treatment improved the child's personal and family adjustment. Figure 1 presents these findings.

On the parents' evaluation of assistance the comments were heavily weighted toward total learning behavior of the child and his family, though the reading aspect was not bypassed. All parents felt the parent-pupil plan helped them and their children--both in reading and common understanding of each other. The most frequent theme was the closer relationship. The changes in reading and behavior that the parents had observed ran the gamut of reading improvement skills and better coping with problems. Though parents felt the program needed to run longer--perhaps one session a week now for continued support and materials--most also said that they could stand a break. Some also said they needed further help in phonics training for the parents. Many commented that

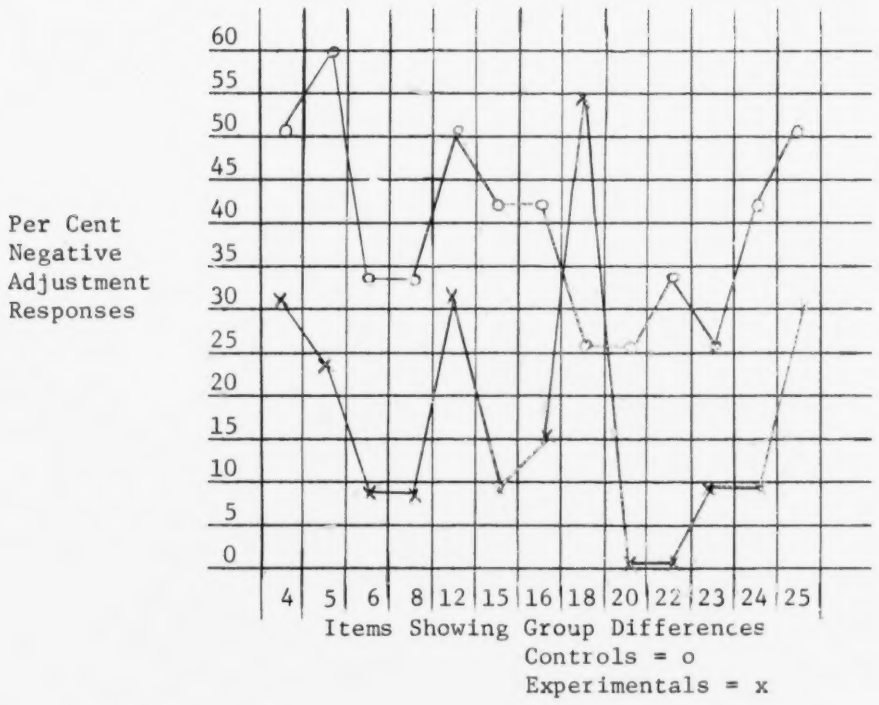

Figure 1

Post Treatment Personal Adjustment Inventory

they knew nothing about such methods before the program began and that they needed further instruction to keep their children progressing. (Appendix A)

All parents said their attitudes or habits had changed for the future because of the plan. Many commented that they had much more patience and understanding, were spending more time with the children, using more praise and positive thinking, were learning to really listen and to give answers that would help their children continue to confide. They had become, and resolved to continue to be, more rewarding, interesting, and considerate. Some homes had begun group "planned" study. Parents had progressed, they said, in being more objective and able to evaluate themselves in their attitudes toward their children.

Only one parent responded that she had not heard another parent trying to find remedial help for her child's learning or that she had not been asked about this program and chances for help for that child. Most of the inquiring parents were parents of older children.

Feelings of adequacy on the part of the parents must have become rather well developed, for they considered the plan either equally

efficient or more efficient than private tutoring or other agency (including public schools) for remediation. With the exception of one mother who felt the plan too demanding (she also had demands of college completion and practice teaching), all parents felt the plan equally or less demanding. Several commented they had not been doing their share to help their child solve his problem and that the program had helped not just this child, but the whole family. Most parents felt the plan generally more effective than a regular school remedial classroom, and four felt it equally effective. None felt it less effective.

One parent found the time with the child somewhat painful, tense, and frustrating, though there were also positive comments. The same parent was the only one whose boy made no measurable gain on the level of difficulty of reading, though he did gain in accuracy and rate. He also failed to improve in ocular control. He was also the only child whose mother still entered into a power struggle with him, though she often recognized what was happening. At age 8.4 the boy scored 7.0 on figure-ground on the Frostig, which deficiency was all too obvious in his difficulty in reading. Though the mother did have real difficulties with which to cope, other mothers coped creatively with children who had perceptual quotients far enough below normal to account for poor classroom reading progress. Others found it fulfilling, enlightening, encouraging, rewarding, and especially a way of showing love and building security.

Comments about how the plan had helped the total family included changes in many members. Brothers and sisters were more willing to help and to get along well with each other. Some were asking now to read with the parent--whereas never before would they even consent to read. The children enjoyed reading together and there was now an importance put on it. They played games together. They "now know what to expect out of each other and the tension has lessened." "This has been a family project and we've had to work together." "The family has been brought closer together." "I have realized my impatience, not paying attention--now I can put things aside to assist to improve his learning." "I have learned to be more encouraging and happy--the whole family has." "My teaching habits have changed, and I am more aware of my teaching."

At the close of each preteaching session and again at the final session at the close of treatment, parents listed and rated on a five-point scale (Appendix A) those parts of the curriculum and program most meaningful to them. There was difference between the ratings at the individual sessions and the final rating, but none of statistical significance for the group. Five was the highest score possible. The following list is in descending order to a mean of 3.53 for the last item.

Parents' Final Evaluation of Program and Curriculum

Item	Mean on a 5-Point Scoring
Demonstration teaching with children	4.87
Help available	4.8
Materials available	4.8
Reinforcement and behavior modification	4.73
Child therapy and psychosocial stages (and handout)	4.62
Parent primer	4.4
Basic vowel sounds (and handout)	4.4
Further diagnosis available (and handouts concerning diagnostics for parents)	4.4
Structured situation	4.33
Developmental level--before frustration as a help in motivation	4.33
Overloading and simplifying	4.33
Self-concept, the individual	4.33
Inexpensive	4.26
Oral Reading Inventory methods (and handout)	4.26
Methods (what method particularly appropriate for what)	4.13
Games and manipulative activities (and handouts)	4.13
Discipline (and handout)	4.13
Power struggle, attention, and "pay-offs"	4.13
Coping	4.13
How we can tell progress	4.07
Readiness training activities (and handout)	4.
Frequency-of-use levels word list (and handout)	4.
Association principles	4.
Modeling and mimicry	4.
Positive ways with children (and handout)	4.
Second grade reading skills and other levels (and handouts)	3.93
Questions and comments	3.93
Parent form and explanation of its use	3.93
Ways of individualizing	3.93
Pleasure principle	3.93
Group sharing	3.87
Eye control and neurological aspects	3.8
Common problems	3.53

Ranking was from 1 to 5, with 5 as the highest score:

5 = excellent
4 = very good
3 = good
2 = fair
1 = poor

Families consistently came as much as 30 minutes early: talking with each other, observing their children, choosing materials, showing home-made helps, and letting the children play together. The children arranged the room, helped put out materials, and always put all things away again. No books or materials were lost, though families themselves checked them out and in by writing on a list. No second call was necessary for recouping books! A perusal of the list of check-outs reveals favorites, the foremost being Row Peterson's I Know a Story. Trade books (pencil graded by the professional to aid the parents in selection) that could be read together in one session proved more popular than most basals or prepared remedial reading materials. Games and manipulatory aids were used to capacity. Parents were furnished duplicated phonics and linguistic helps and basic word lists (Appendix B).

DISCUSSION AND CONCLUSIONS

In the exploration of the parental resource to ameliorate academic learning difficulties the study revealed both significant and non-significant aspects. But the main problem of finding a resource for such remediation beyond the usual plans seems to have some answers which need further experimentation. The plan seems to be at least partially acceptable on dimensions of individualization, economy, efficacy of parents given short-term specialized training and supervision to assist in their children's academic learning.

The first hypothesis that improvement in the individual children's learning (reading) rates after parental help will fail to reach significance at the .05 level must be accepted on the California grade equivalent scores. On the criterion of the oral reading inventory the first hypothesis was rejected because significance for the experimentals was attained at the .001 level on the paired difference t test. By the same procedure, percentile rank approached significance at the .10 alpha level. To accept the hypothesis on the California percentile criterion could lead to a Type II error. It appears the treatment did make a difference, though not on .05 level.

Though the percentile rank is not often used statistically, the approach to significance at the .10 alpha seems to indicate that what the educator in the classroom observes is, indeed, beginning to appear in the measures even in two months' time: that nontreatment of frank reading retardation is likely to widen the gap between him and his peers academically. The frankly remedial primary child is seldom appropriately taught at his level and rate, for the level of the reading demand is rapidly rising, while he is making no perceptible progress. He appears to be at a virtual standstill while others surpass him, leaving him lower and lower in the ranks behind.

One of the problems of short-term experiments has been an attempt to use normative testing where only two items gained or lost might make a significant difference. Obviously, some of the nonreaders scored items about which they had no knowledge. The instruments themselves fail to be complex enough to reflect sufficient length to be adequately reliable for individual gain score measures for small groups. The use of the oral reading inventory affords both a finer, widely-accepted clinical procedure and sufficient performance sampling to assist reliability and with adequate validity. Further, it affords diagnosis of several dimensions. Such consideration may be largely responsible for the differing statistical significance on the various criteria.

Null hypothesis two is accepted on the California Reading Achievement Test at the .05 level.

Null hypothesis three--that the treatment group will fail to reach significant superiority at the .05 level over the control

group on the oral reading inventory dimensions: level of difficulty, rate of error, and speed--is rejected. Both analysis of variance and analysis of covariance on those gain scores revealed significance at the .005 level.

Teacher post observation reports indicated that the experimentals were significantly superior in more attention, teachableness, less defensiveness, participating more acceptably in the class, and more responsibility for self. Though behavior of two of the controls worsened, no behavior worsened with the experimentals. It appears that the treatment also influenced positively the classroom behavior of the experimentals. It was expected that the treatment would aid in forestalling more serious learning behavior problems.

Post-observation personal adjustment inventory seems to indicate that the experimentals were generally superior on that dimension at the close of treatment. There is no reason to believe that there was any significant difference at the beginning of treatment. The only item where there was significant difference seeming to favor the controls was on feeling that they were a bother at home. It is likely that such attitudes (50% of the experimentals and only 25% of the controls) may have been a function of the treatment. It was obvious that effort was being expended and the intervention was occurring--even to the eyes of a seven- or eight-year olds. The non-intervention with the controls may have something to do with their being less likely to perceive themselves as a bother.

What did use of the parents in learning intervention indicate? On the oral reading criterion the first and third hypotheses must be rejected. Paired difference t test also indicated approach to significance at the .10 level on the percentile ranks of the California Achievement Test. The gain in learning rate of the experimentals, but not the controls, was highly significant. Not only did the criterion demonstrate efficacy of parental help in amelioration of their children's learning difficulties, but the parents themselves perceived themselves as an excellent resource and vital key for their child's ability to cope with his problems. Parents reported that the treatment had made many differences in the attitudes and behaviors and had perceptibly improved the whole family interrelationships.

Were there indications that the more capable parent also was more capable as a reading helper? Generally, this appeared. But it was not an indigent nor unsophisticated parent whose boy showed no measurable progress. The children of the functional illiterates made progress--though not the highest. However, the most-highly-elevated learning rates were predominantly from well-organized, insightful, successful families--and included families where both parents participated. Implementation of learnings from the sessions was likely much more easily accomplished when both parents participated and shared responsibilities for change.

On the parent rating scale for the curriculum, no parent indicated that any part of that curriculum was of little or no value to him in

helping his child. The most valuable help as they perceived it was the demonstration teaching with the children. Many commented that they could clearly observe for themselves all of the many principles they had talked about, and that they themselves learned the elements of reading as the children were instructed. They attributed this time as responsible for much of their acknowledged growth in objectivity toward self and child. They said it gave a "visibility" to the teaching-learning.

Though there was a tremendous amount of sharing of common problems and of interaction among the parents, it is significant that they rated that last (though still good for them). Likely that, and the general ranking of all of the other items, is quite accurate for parental helps. The group was not primarily a therapy group for emotionally sick parents. It was mainly a group seeking specific answers and principles to solve very real family learning problems. They never wished to share other than what would facilitate group learning and understanding and furnish keys of understanding for them personally. It is the personal interpretation of the experimenter that when those purposes and goals are approached and reached, the normal parent can and does make rapid changes in his own behavior which sets up a whole chain of improved family and school interaction through the focus on the problem-solving at hand.

The question of professional and financial feasibility arises. The cost to the schools need be no more than for any professional, for one competent professional with the aid of parents could have, then, a load of 40 families simultaneously. To have such a load of individual teaching herself for the re-education of the pupils is a formidable task. Personal and institutional cost appears to be much less than for traditional lighter teacher loads for remedial pupils--if such programs were available for all pupils. But they are not available; they were not available for any of the study children.

The program is professionally feasible on the basis of economy of time for the professional to advance many families with their children to help the child reach his potential. But a part of the criteria is subjective: is the professional willing to extend such group services to multiply the number of families who can be served? Does the professional see a larger goal of problem definition and solving, and ways of searching for coordinating community resources?

Financial feasibility may be determined on the estimations of cost per child under the usual professional reading teacher within the public school. Except for a few Title I schools, however, such figures are not readily available, for most families in this and comparable small city areas do not have any resource (schools or private) for professional help for primary children with learning problems.

The findings of the study indicate that the parental resource should be further explored and the study replicated on other populations and with other experimenters. Results also indicate that parents are a likely resource for the amelioration of their own children's learning problems: some parents, in some situations, with some children.

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APPENDIX A

Test, Inventory, and Evaluation Forms

APPLICATION FOR READING ASSISTANCE
PARENT-PROFESSIONAL-PUPIL PLAN

Mrs. Bea Murray, in cooperation with Austin Peay State University and Clarksville-Montgomery County Schools, is offering reading assistance to families of children who are now in their second year of primary school. This program will be offered only this winter-spring. The group will be limited to only twenty families, and the choice will be made by drawing lots from the total applicants.

The plan is to teach the parents of each child for six sessions and then aid the parents in 12 sessions as the parent tutors the child in the reading area. Likely the sessions will be Tuesday and Thursday evenings at 7:00, beginning February 25, and continuing until the end of May, for a total of 18 sessions.

Your leader is contributing her services without pay, and she expects participants to direct their energies toward the success of the group. Please do not register unless you can be faithful in participation in every session.

Mrs. Murray, Assistant Professor of Psychology, has been active as a teacher of children with reading disabilities in public schools and in private practice. She has taught on primary, elementary, and secondary levels. For three years she supervised graduate students in clinical psychology in remedial techniques in the Psychological Clinic at the University of Tennessee. She was an educational consultant for two years at the Birth Defects Evaluation Center at the University of Tennessee Memorial and Research Hospital. She has also been Assistant Professor of Elementary and Special Education at the University of South Dakota, where among other things, she taught courses in the supervision of reading, the reading practicum, and diagnosis and correction of learning disabilities. She was also initiator of HEW Project S-445, "A Suggested Method of Preschool Identification of Potential Reading Disability," accepted in 1966.

If you would like to participate in such a plan and can be regular and punctual throughout the planned 18 sessions, please fill out the application blank below and mail to: Mrs. Bea Murray, Asst. Prof.
Austin Peay State University
Clarksville, Tennessee 37040
Applications will close February 3. If your name is drawn, you will be notified the week following the close of applications.

Please include our child in the reading assistance group.

Child's Name _____ School _____

Teacher _____ Grade _____ Sex ____ Birthdate _____

Parent's Name _____ Phone _____

Address _____

Comments _____

PERSONAL ADJUSTMENT INVENTORY
TRUE-FALSE

Directions: Do you see the T and F for each answer? If you feel the answer is true about you, circle the T like this (demonstrate). If you feel the answer is not true for you, circle the F like this. David, if the question were: "I have on a blue shirt," what would you circle? That's right, you would circle the T because you do have on a blue shirt, and so it is true for you. But what would you circle, John? Yes, an F because. . . .
Only the response sheet is given the pupils.

1. Most of the time I am happy.
2. I often feel sad.
3. I don't think I'm as good as most people.
4. My feelings are easily hurt.
5. I am often lonesome.
6. I have lots of friends.
7. I feel strong and healthy.
8. I am ugly.
9. Others think I'm ugly.
10. My family likes me.
11. I am pretty much the way I'd like to be.
12. It is hard for me to make friends.
13. I like to help people when I can.
14. I can count on my parents most of the time.
15. Most of the time my parents are satisfied with me.
16. My parents are usually patient with me.
17. Most of the time my parents get along well with each other.
18. Usually I feel that I am a bother at home.
19. My parents are almost always on the side of someone else (sister, brother, teacher).
20. I think my parents will be proud of me when I grow up.
21. I have scary dreams a lot.
22. People usually like me.
23. I like being with people.
24. I like to help do work.
25. I daydream a lot.
26. I like school.
27. I like my teacher.

CIRCLE THE CORRECT RESPONSE

1.	T F	7.	T F	13.	T F	19.	T F	25.	T F
2.	T F	8.	T F	14.	T F	20.	T F	26.	T F
3.	T F	9.	T F	15.	T F	21.	T F	27.	T F
4.	T F	10.	T F	16.	T F	22.	T F		
5.	T F	11.	T F	17.	T F	23.	T F		
6.	T F	12.	T F	18.	T F	24.	T F		

Name _____

INFORMAL WORD RECOGNITION TEST

Name _____ Age _____ Date _____

Note: After child hits the "frustration" level, he is to skim the next level for any words he thinks he knows rather than attempting them in order.

Preprimer

the a mother is I to and said come you in will

father little here Score ____ Time ____

Primer

with me for he we my away can like are did no

red they at on one some girl do Score ____ Time ____

I

old took water way many again know over other next

be please off night time work think when their would

Score ____ Time ____

II

dress noise bark string through side knew cook air tire

across floor wash while ever tie anything hard beauty bowl

Score ____ Time ____

III

heard beautiful clothe kept hot really hundred careful also

wonderful different wooden lovely path whole led above

wore indeed journey Score ____ Time ____

IV

exactly handsome measure accident forward reason certainly

imagine difficulty plantation thirsty breathe special

vacation dreadful suggest prairie command language wrinkle

signal anxious finally trousers graze

INFORMAL WORD RECOGNITION TEST--CONTINUED

Level _____ Independent _____ Instructional_____ Frustration_____

Skills known _____

Skills not known _____

Ability to use phonetic elements for attacking unknown words _____

Ability to use syllogistic construct _____

Syllabication _____

Types of perceptual errors _____

Behavior with frustration _____

Coping patterns _____

Eye support? _____

Other:

All errors are to be written above the word. They are to be analyzed for more than score and level. They will yield the types of perceptual errors made and the known and unknown word-attack skills. Taking a missed word from a standard word family to discover blending needs will also help.

THE INFORMAL READING INVENTORY
Diagnosis of Specific Needs Within the Reading

An easy way for the clinician to find the reading level of the learner and to find areas of specific needs is the reading inventory. For an individual inventory, a series of graded materials never before exposed to the reader is used. Short selections are read, beginning at a low level of readability and continuing until the individual's independent reading is identified. Symptoms of difficulty are used as indicators of lack of achievement. During the oral reading the listener notes many kinds of observations. Usually hesitations are marked by (/ or ...), substitutions are written above the word and later analyzed, repetitions are underlined as many times as they are repeated, and "told" words are marked (T). Omissions are circled. Eye movement is marked by lines beneath the inventory line. The observer notes speed, rhythm, errors, attitude, behavior, and patterns. The accompanying summary chart will give some further suggestions for observation toward diagnosis. If all other diagnostic procedures were removed from this investigator, this is the one type of instrument she would insist on keeping. It will yield far more than mere levels or recognition skills, but also provide help in visual perceptual appraisal, speech and general language development, attention, comprehension, interest, stamina, and projective techniques from the content itself. This instrument in the hands of a good clinician can tell accurately where the learner is in perceptual skills, intellectual development for academic tasks, and preferred modalities and learning methods.

Generally speaking, the independent reading level (most of the children this investigator has helped through educational therapy have not really had an independent level) is the highest level at which the child can read on his own. The instructional level is the highest level at which the child can read under teacher supervision and teaching in a group situation. The child requires help on less than 5 per cent of his words, and his comprehension remains adequate. Above the instructional level, symptoms of frustration usually increase rapidly. The errors increase, the rhythm tends to break, and skills seem to disintegrate. There may be finger pointing, tension movement, voice change, mumbling, and diversionary tactics.

The whole sample from each level does not have to be read orally--especially in frustration level. The clinician will attempt different approaches beyond the inventory record itself to determine methods for gaining the best teaching procedures for the child and for obtaining the highest performance when an inventory is later used for diagnosis. Assessment, then, will be made of: his ability to abstract within the reading situation, whether he can follow cognitive and syllogistic reasoning to support him in compensating for his perceptual difficulties, whether he can integrate known parts, and what methods are efficacious for overcoming sequence disabilities. Experimentation with a re-reading method for teaching sight recognition is appropriate in this inventory. (After the testing for the data for the hypothesis has been

completed, of course.) Other procedures include finding methods of attack usable for dividing words into syllables, ability to use picture clues for unlocking meaning, ability to use context to aid word recognition, perseveration and methods of using or controlling it.

The informal word recognition test gives the likely starting level for screening with the inventory.

Note: The informal inventory is an accepted diagnostic procedure. You will find further discussion in many reading texts. The New Winston Series was used for the inventory because it was not used locally for classroom reading. On the preprimer levels the child was presented the hard-covered teacher's edition rather than the paperback.

The informal reading inventories were taken from The New Winston Basic Reading Series. References are from Russell G. Stauffer, Alvina Trend Burrows, and Thomas D. Horn, New York: John C. Winston Company, 1960 and 1961:

Pretesting

Preprimer levels
A-3, Come Here, pages 5-8
A-4, Stop and Look, pages 47-50
A-5, Go Up, pages 51-54

Primer level
A-6, Come With Me, pages 11-15

First reader level
A-7, Away We Go, pages 60-61

Second reader levels
B-8, Friends All About, pages 42-43
B-9, People on Parade, pages 6-7

Third reader levels
C-10, Into the Wind, pages 30-31
C-11, Across the Valley, pages 6-7

Post testing

Post observation inventories were made from the story material just following the selections in the book used for the pre-observations. Further levels were added:

Fourth reader levels
D-12, Around the Bend, pages 41-42
D-13, Above the Clouds, pages 27-28

ORAL READING SUMMARY

Name _____ Age _____ Grade _____ Date _____

Independent level _____ Instructional _____ Frustration _____

1. Errors in word recognition — Levels — Examples

   a. Omissions _____

   b. Substitutions _____

   c. Repetitions
      Single words _____
      Following difficult word _____
      Two or more words _____

   d. Hesitations _____

2. Punctuation ignored _____

3. Phrasing

   a. Word-by-word _____

   b. Poor phrasing _____

   c. Time _____

4. Comprehension
      Concrete? _____
      Abstract? _____

5. Recall: Organization, level of feedback, sequence

6. Eye movement
      Over-shooting _____
      Under-shooting _____
      Retrogressions _____
      Erratic _____
      Fixations per line _____
      Fixations per word _____
      Duration _____
      Persistence _____
      Head movement, fusion _____
      Finger pointing or other eye support _____
      Fatigue symptoms _____

7. Sub-vocalization__ Lack of interest__ Marked insecurity__ Posture__

8. Voice: too loud__ too soft__ too high pitched__ strained__

   altered__ slurred speech__ other__

OCULAR MOTILITY TESTING

During the actual target tracking the child must hold his head completely still so that the tracking is done entirely with the eyes without head-movement compensation.

For a target, use a small colored-paper airplane stuck in a pencil eraser with a contrasting thumbtack. Make sure the child faces you in a completely parallel fashion so that his eyes will be equidistant from the target. You will be seated just within your arm's length of the child. Holding the target about 16 or 18 inches in front of the child's nose, explain, "You are to follow this airplane with your eyes wherever it goes. Do not take your eyes off the plane. It will move around and around, up and down, back and forth, and in and out." Make sure the child finds the tack on the airplane with his eyes. If necessary, take his hand to direct his eyes to find the target. The examiner is to take the target in patterns that will be within the child's shoulder width, the top of his head and midway of the chest. If necessary, the examiner is to partially repeat the beginning of each change of movement--without breaking the eye movement--saying such as, "Now around and around the other way. Now follow all the way out again." Take especial care on the convergence that the child can and does track outward in focus as well as inward. (Here is likely a place to pick up the child with transitory strabismus.) Notation must be made if either eye fails to turn with the other eye to maintain binocular vision. The patterns to be made are: three counterclockwise circles, three clockwise circles, three oblique left lines, three oblique right lines, three vertical up and downs, three horizontal back and forths, and three ins and outs.

Errors are deviations from the target. The child's eyes may momentarily lose the target by over-shooting, under-shooting, looking beyond, or fixating the gaze upon the examiner or extraneous materials and distractions. Even a momentary jerk or bump in which the eyes fail to track smoothly is an error. Eyes are to track three times in each pattern perfectly smoothly and rhythmically with fair speed for a perfect score. The child with completely adequate visual development will track in such a fashion that it will appear that you are moving his eyes with strings attached to the target.

Watch for fatigue symptoms. Some of these might be an appearance of eye redness, beginning tearing, tension, relief at the close, or choosing alternative activity. Make notation of such symptoms. They further identify likely learning disability.

Count the cumulative errors for all patterns. Record the number.

Timing should start simultaneously with the beginning of the first pattern and stop immediately at the close of the last pattern. Record this time in minutes and seconds on the score sheet. Most adequately developed second-grade children can complete the tracking in slightly over one minute (60-75 seconds).

OCULAR MOTILITY SCORING
(Murray)

	Trials			Speed
1. Circular left	1	2	3	_____
2. Circular right	1	2	3	_____
3. Oblique left (up and down at 45° angle)	1	2	3	_____
4. Oblique right	1	2	3	_____
5. Vertical	1	2	3	_____
6. Horizontal	1	2	3	_____
7. Convergence	1	2	3	_____

OTHER SYMPTOMS

Esophoria (eye turns in, losing focus) Left Right

Exophoria (eye turns out, losing focus) Left Right

Which eye suppressed? No. errors? Left Right

Deviation at center line? Left Right

Lack of fluidity

Tearing

Tension

Redness

Strabismus, transitory or otherwise When?

Eye rubbing blinking eye stretching yawning other

Note: If the eye movement is erratic, and yet blooming and grasping of the visual stimulus occurs, the child could have extremely fluent motility. If the prehensile quality seems to be lacking, this also may indicate perceptual difficulty. It also might indicate a deeply discouraged child.

PARENT FORM

Please fill out this form as completely as you can. Use the reverse sides as needed for further information. Mailing this back promptly in the stamped, self-addressed envelope will save you considerable time and and insure better help for your child.

Pupil's name _____ Age _____ Sex _____

School attending _____ Birthdate _____

Name of principal _____ Teacher _____

HOME BACKGROUND

Name of parents _____

Address _____ Phone _____

Father's occupation _____ Employed by _____

Father's age _____ Place of birth _____

Father's education: Completed high school ____ Attended college _____

Name of college _____ Degree(s) _____

Mother's occupation _____ Employed by _____

Mother's age _____ Place of birth _____

Mother's education: Completed high school _____ Attended college _____

Name of college _____ Degree(s) _____

Has there been any language background other than English? __ What ____?

Has either parent been divorced? _____ Are both parents living? _____

How often has family moved during student's life? ____ How old was he at these times and in what grades? _____

List below the names of child's brothers and sisters.

Name	Age	Grade or Occupation

Describe the attitude of child toward his brothers and sisters. _____

_____

_____

What is their attitude toward him? (Be as specific and detailed as you can.) _____

_____

_____

List below names of all the others who may be living with the family or who have lived with the family during child's lifetime. Give age and relationship. _____

SCHOOL HISTORY

Did child attend kindergarten? ____ Age at entrance into first grade __

Which kindergarten? _____

In what grades has the child changed schools?_____

Names of schools attended _____

Has child been absent from school frequently or for long periods? _____

Reason _____ What grades? _____

Has child repeated any grades? _____ Which? _____

When was difficulty in reading first noted? _____

Has child been tutored in reading? _____ When? _____

By whom? _____ Give full details _____

Has child received any other treatment for his learning problem? _____

Explain _____

In what subjects does your child receive best grades? _____

_____ poorest grades? _____

For what kind of occupation do you expect your child to prepare? _____

_____

What are your child's major academic needs as you see them? _____

_____

What are your child's personal, school and play needs? _____

_____

Are there any special problems you believe hinder your child's progress?

_____

MEDICAL AND DEVELOPMENTAL HISTORY

Birth: Prenatal nausea___ Bleeding ___ Cramping ___ Other _____

Term ____ Delivery: Identify any difficulties _____

Incubator _____ Colic or feeding difficulties _____

List childhood diseases and serious injuries and ages at which they occurred _____

What periods of slow development or unusual growth have there been?

_____

Present height and weight _____

Check and explain any of the following experienced by your child now or in the past.

Unusual spells _____ Upset stomach _____

Seizures _____ Bed wetting _____

Sleepwalking _____ Thumb sucking _____

Nightmares _____ Nervous signs _____

Overactive _____ Apathetic _____

Further comments _____

Does you child wear glasses? _____ When did he begin to wear them? ____

What is the nature of the defect? _____

When was vision last checked? _____ Name of doctor_____

Have you ever suspected any hearing defect? _____

Has his hearing been tested? _____ When? _____ By whom? _____

Date of last physical examination _____ Name of family physician _____

Does child have any physical handicap? _____

Describe the handicap _____

Comment on child's language development and his present use of speech:

Age of first words _____ Age of first sentences _____

How long did baby-talk last? _____

Does child have a speech difficulty? ____ Explain _____

Age of sitting _____ Age of walking _____

Does child have good eating habits? _____ Explain _____

With which hand does he write? _____ Does he ever use the other hand for manual work? _____ Explain _____

BEHAVIOR, INTERESTS, ATTITUDES

Do you feel that your child is often difficult to control at home? _____

Please explain _____

How does he behave when he is prevented from doing something he wants to do? _____

What is his usual disposition? _____

How does he get along with other members of the family? _____

How does he get along with his playmates? _____

Does he help or pick up his things without too much fuss? _____

What kind of play activities does he do:

Most successfully? _____

Least successfully? _____

List child's hobbies, clubs, organizations, activities, interests

_____

What is his attitude toward school? _____

What school activities does he like:

Most? _____

Least? _____

Have you ever noticed him daydreaming? _____ When? _____

Do the parents enjoy reading? _____ What? _____

How much and what does your child read voluntarily? _____

Do parents supervise his choice of reading? _____ How? _____

What books and other reading materials are supplied for him at home? ___

What is your child's attitude toward reading? _____

How much does your child watch TV? _____ How late? _____

What programs? _____

What is your child's attitude toward being tested or taught by Mrs.

Murray? _____

Have you explained to him why he is being tested? _____ How? _____

_____

Have you explained anything further to him about the Parent-Helper-Pupil

Plan? ___ What? _____

Other comments:

Please call your school and request a release by phone to me of your child's records. I will call them before I see the child. If they request a written release, please supply it to them promptly. If any other agency has worked with your child, please also furnish a release of information from them to me.

Date _____ Parent's signatures _____

_____

Session No.

PARENT EVALUATION

Please mark the rating for each item. Judge it by its appropriateness for such a group, by its value to you with your child, and by how well you think it was communicated within the group. The item numbers will correspond to the item number on the handout sheet or chalkboard.

Item No.	Excellent	Very Good	Good	Fair	Poor
1.	5	4	3	2	1
2.	5	4	3	2	1
3.	5	4	3	2	1
4.	5	4	3	2	1
5.	5	4	3	2	1
6.	5	4	3	2	1
7.	5	4	3	2	1
8.	5	4	3	2	1
9.	5	4	3	2	1
10.	5	4	3	2	1

Please write any additional comments you would like here, ask further questions you would like to be considered, or additional thoughts you might think the group could use. Use the reverse side.

PARENT'S EVALUATION OF ASSISTANCE

1. Has the Parent-Pupil Plan helped you and your child? How?

2. What changes in your child's reading and learning and behavior have you observed?

3. What weaknesses have you observed in the program?

4. What do you think should have been included or provided for that was not?

5. Have your attitudes or habits changed any for the future because of the plan? How?

6. Do you think a similar Parent-Pupil Plan would be worth repeating for other parents?

7. Have you heard other parents and pupils express need for similar reading help?

8. How do you consider the plan compared to taking your child two times weekly to a private tutor or other agency for instruction? Include financial convenience also.
   I consider this plan: more efficient equally efficient
   less efficient
   I consider this plan: too demanding equally demanding
   less demanding
   Other comments or comparisons:

9. How do you consider this plan for your child compared to a remedial classroom in the regular school curriculum with the same number of children enrolled (14 children)?
   I think this plan could be: more effective equally effective
   less effective
   Other comments:

10. I have found this time working with my child: fulfilling
    Write other comments here: frustrating
    helpful
    to be avoided
    enlightening: I know my child better
    encouraging
    discouraging
    tense
    problem-solving
    attractive

I have found this time working with my child: building security
a way of showing love
aids our relationship
rewarding
painful

11. Has this plan helped the total family in any way? How?

12. What progress have you seen academically with this pupil in the last two months?

13. Has any behavior area worsened? Tell specifically what.

What behavior improvement have you observed in the last two months?

14. Have you observed any progress in emotional or social adjustment in this child?
More attentive?
Longer attention span?
Any improved work habits?
Easier motivation?
Less defensive?
Easier to get along with?
Seemingly more teachable?
More likely to face a task to try to accomplish it?
More independent: able and willing to do needed tasks?
Participating more acceptably in the classroom?
Participating more acceptably with classmates?
Seem to feel more adequate?
More responsible for self?
Less absent-minded or "out of it"?
More friendly?
Other?

TEACHER REPORT (Preobservation)

Student's name _____ Age _____ Grade _____

Please help the pupil by sharing your observations here. Please call if I can help you in any way with the pupil.

1. What is this pupil's academic problem as you see it?

2. In what areas have you observed this pupil to show the most ability? Please give specific examples in academic and other areas if possible.

3. In what areas has this pupil shown unusual interest?

4. In what areas have you observed the least ability? Give specific examples if possible.

5. From your observation would you say this pupil is well adjusted? Please tell why you feel he is or is not well adjusted.

6. Has there been any unusual emotional experience or behavior?

7. Is he well liked by the other students? How do they treat him? How does he treat them?

8. Do adults like him?

Please check the appropriate phrases on the basis of your observations. Feel free to add any comments in the space at the right.

When faced with a difficult task, does he
withdraw from the situation?
face the problem intelligently?
act impulsively?

In his relations with other children, do you find that he
generally avoids leadership?
usually seeks to lead?
at times he either leads or follows?

Is he usually
emotionally calm?
apathetic?
excitable?

In relating to authority, is he
overly dependent?
accepting?
resistant?

In the classroom do you find him to be
quiet?
normally communicative?
very talkative?

When faced with a problem, is he
reasonably persistent?
easily discouraged?
blindly aggressive?

In his play activity does he generally associate with
younger children?
older children?
children his own age?

In his relations with other children, do you consider him to be
shy and bashful?
responsive?
bold and aggressive?

Additional comments:

Date

Teacher's signature

Child's name _____

TEACHER'S EVALUATION (Post)

1. What progress have you seen academically with this pupil in the last two months?

2. Has any behavior area worsened? Tell specifically what.

   What behavior improvement have you observed in the last two months?

3. Have you observed any progress in emotional or social adjustment in this child?
   More attentive?
   Longer attention span?
   Any improved work habits?
   Easier motivation?
   Less defensive?
   Easier to get along with?
   Seemingly more teachable?
   More likely to face a task to try to accomplish it?
   More independent: able and willing to do needed tasks?
   Participating more acceptably in the classroom?
   Participating more acceptably with classmates?
   Seem to feel more adequate?
   More responsible for self?
   Less absent-minded or "out of it"?
   More friendly?
   Other:

4. Have you noticed any difference between children you know have been participating with their parents in the Parent-Pupil Plan and those not receiving treatment? Note especially areas of motivation, cooperation, security, feelings of worth, academic progress. Those receiving treatment and those who applied but were not drawn for the treatment are listed here.

   Comments:

5. You will be sent a summary of the findings from the attempt at helping the families and children and you, if you wish. The entire findings will not be ready until next year; but a brief summary can be mailed to you during the summer. If you would like the summary, please put your name and mailing address below. Thank you for your many courtesies in behalf of helping children.

APPENDIX B

Treatment

DEMONSTRATION LESSONS WITH THE CHILDREN

The leader and students prepared overhead projections of the stories and teaching sheets. Chalkboard and many devices were also used.

List of projections (fables)

- The Dog and the Cat
- The Dog and the Cats
- The Old Frog and the Bug
- The Dog and His Meat
- The Fly and the Ants
- The Big Rat and the Little Rat
- The Goats
- The Fat Pig
- The Wind and the Sun
- Spot and the Old Fox
- Spot and the Bad Cat
- Vowel Ladder
  - Open, accented vowels (long)
  - Closed with consonants (short vowels)
  - More than one vowel and final e
- Short Vowel Cue Chart
- Soundo
- Wordo
- Tachistoscopic Frequency-of-Use Levels

Demonstration lessons varied in length from 10 to slightly less than 20 minutes. The fourteen children were seated in a semi-circle facing the screen. Their parents were seated in a larger semi-circle behind them. The university students were seated in a larger semi-circle behind the parents. The leader taught all of the demonstration lessons. Note that the parents rated the demonstration lessons the most helpful of all. They commented that they learned much of the principles of teaching reading, had a chance to observe their children in a group, saw the principles we had been talking about applied and working. They reported they improved in their objectivity toward their own child and their observation skills.

LIST OF PARENT TEACHING HANDOUT SHEETS

Duplicated forms were used for teaching parents, children, and students. Some of the sheets were used by the parents as guides as they taught their children. Titles of those sheets were:

Eight Stages of Development Toward Maturity
(Erik Erikson's Psychosocial Stages)
Simulation Techniques (Murray prepared)
Some Guidelines for Remedial Instruction (Murray prepared)
Self-Defense--Behavior Mechanisms
Some Things to Think About Discipline (Murray)
The Concept of Punishment (Summary from Fritz Redl)
Some Ways to Keep a Positive Approach in Working With Your Child (Murray)
A Prayer for Parents (Dr. Garry Cleveland Myers)
Some Perception and Observation Techniques and Ways of Evaluating Behavior (Murray)
Some Factors Influencing the Acquisition of Reading Ability (Heilman)
Educational Task Levels (Hewett)
Perception (Murray)
Managing Surface Behavior (Long and Newman)
List of Frequency-of-Use Levels
Barbe Reading Skills Check List (Second Grade List and Other Levels)
Soundo
Wordo
Games and Manipulatory Devices to Construct (Word Games)
Oral Reading Inventory--Instructions and Model
Symptomatology--Identification of the Child (Clements) (Used with only part of the parents)
Training Activities (Murray)
Parent Evaluation
Short Vowel Sounds Cue Sheet

(See also the page of Demonstration Lessons with Children for the prepared transparency projections.)

SAMPLE OUTLINES AND TRANSCRIPTIONS OF TEACHING SESSIONS

List from Transcription of Parent Session I

Greetings and explanation of audio taping
Purposes and overview, explanation of student observation
Personality theory: how does he get to be like he is?
Further introductions and circular arrangement, reminders of confidences
Let's start reading--overhead projection of Primer for Parents
Cues and prompts
Association principle as memory aid
Ocular pursuit demonstration and interpretation of tracking aids from the parent primer
Tape of applications of child therapy to everyday learning
Erik Erikson's construct of psychosocial stages--handout
Next time

Transcription of Parent Session II

Greetings, getting acquainted, interaction, preparation for role-playing

Leader:

Here we are. On the button. On the dot to start. Even with our name tags! How about that! Maybe we need to give gold stars or something like that.

You have some handouts there. If nothing else, you'll get your time's worth in handouts! You know we can't possibly cover all of this. So I thought we could prepare this, take them home, and ask questions about them then. Some of you have had a chance to go over some of this. You know, I said no tests and I meant it. But let's introduce the person on our right, and that way we'll learn each other better. Then if somebody wants to say every name around, we'll let you. Let's start here with Al--and so on.

Where would you like to start? With which one of these handouts? Self Defense. O.K. We'll practice the art of self defense; but it's not going to be judo or karate, or anything like that. A fellow by the name of Freud, of whom you've probably heard, developed quite a system of self-defense mechanisms that he said we use as individuals to protect our ego, our precious little ego. We use this word ego as self. We also know that we engage in all kinds of defense mechanisms to protect ourselves, until we can kind of live with the facts of the situation. Now this is not bad. A lot of people get the idea that, oo-oh, this is awful to use self-defense mechanisms. But that's not true. Some of them serve a very good function, and some of them are highly redemptive, both for self and for others. So don't get that idea as we talk about these. These are normal defense mechanisms. It's when they defeat the person, or the person uses them to such a great extent that he is completely

unaware that he is doing this that they become self-defeating or defeating to the situation.

Sometimes a person feels that his anxiety can be taken care of merely by going ahead and doing the forbidden thing, and we call this acting out. We have that expression in everyday life in the saying "That which I feared has befallen me." And I've seen my way through it now and the anxiety isn't so great now that it has happened. Somehow or another I see I'm going to get away with it--or try to. Some people take care of tension by acting out their impulses.

Now let me draw a little diagram up here on the board. (Diagram of equilibrium.) We have here what looks like a balance or a teeter-totter. If we put too much weight here, the other end flies up, and so on. Let's apply this to our ego; to our equilibrium to keep things in balance. To keep ourselves in balance, to protect too much weight or stress at one point, we protect ourselves with all of these various defenses. And so do our kids. They see through our mechanisms, but we don't always see through theirs, until it's too late and we've been caught in a power struggle, or we've been caught by their bid for attention; by their misbehavior. We attempt to keep a balance by applying all of these little mechanisms to self and situation.

We even deny the reality of the situation. We say it doesn't even exist or can't imagine what they're talking about. Or we refuse to look at a thing from all angles. It's like my students not studying for exams. It's kind of a denial--as if the time of reckoning were not going to come. Or he tries to cover up his weaknesses--by denying. He tries to use escapism. He has to see a situation through, but, oo-oh, he gets a tummy ache. Maybe he really does. I'm not saying it isn't real. But it may have started with self-defense mechanism--escape mechanism. How can he take the exam if he's too sick? As if the thing to face weren't even there.

Then compensation, which can be good. It's how such mechanisms are used, when, and the extent to which they're used. In compensation the person tries to cover up his weaknesses. With a refusal to play the piano for the group might come the compensation in the reply, "Call on me to type, or call on me for something else." We often highly develop something else in place of the shortcoming.

Now let's talk about displacement. Dad comes home and he's had a rough day. Mother knows the minute he comes in the door, but she falls for it. Instead of answering back that she guesses he's had a hard day, and handing him a bit of fruit juice and cracker to assuage his fatigue before supper, and lending an empathetic ear for a few minutes' relaxing; before she knows it, she's gotten the full brunt of the hostility. Being unable to really absorb it all, which she would have done in the first answer, she turns to nag the kids (who haven't been angels today, either), picking at them. Everything seems to disintegrate. The kids don't dare answer back when everything is so tense, so they take it out on the family pet. Before you know it, you've got squalling kids, yelping dogs, the cat running out the door, and most unhappy father and a crying mother. Maybe the cat goes out to chase birds. But this is displacement. Have you ever been the target of displaced hostility? It's confusing. All of a sudden somebody is very cross with you, and you can't imagine how you have offended so extremely. You just happened to pass between him and

his real target, and he thought it was safer to vent his spleen on you than on his boss. So you caught the full blast.

Then there are those, because they have been hurt, who go into a kind of emotional insulation. Sometimes we say it's apathy. They just won't let their feelings be known. They hide them. But more than hiding their feelings--they protect themselves from feeling. Like a person who has been deeply hurt through loving fully, he refuses then to love or be loved. He withdraws into passive sort of state.

Then there are those who constantly look out the window. Why? Because they are in a fantasy state, and they would much rather be outside than sitting right there in reality--escapism again. We have seen our children in this wool-gathering state. And we've probably been in this sort of state. This is normal. And it can be good. Fantasy serves a purpose. Some of the finest things we know on earth have started first in the fantasy stage. Imagination. And then something has pushed them on to accomplish the imagination. But, when fantasy takes the place of real accomplishment, then it's defeating.

Do your children ever come home cross? This is likely displacement. And fatigue. Things have gone wrong maybe at school or the way home. I saw one of the sweetest sights of my teaching career the other day when I left one of the schools in Fort Campbell. There was this first or second grade teacher, standing out on the walk, waving goodbye, throwing kisses. But what I saw on the bus was the finest. Kids of all colors. Kids of all sizes and shapes. Boys and girls throwing kisses to their teacher and just lost in what they were doing. And, you know, that teacher was completely lost in what she was doing. Completely lost in the children. I know those kids went home happy, unless something untoward happened on the bus. I think she was following one of the first rules of teaching. Send them home happy. And what's the rule for the parent? Send him to school happy.

Identification. Have you ever heard a name-dropper? Somebody who gains importance by dropping all of these names? What does it tell us about the person? Does it tell us he feels he's not important enough on his own? If you hear your child talking about thus and so, but never about himself and his ideas, perk up your ears and listen to what he is identifying with. He may not be identifying with somebody or some good value, but something great only in his own eyes. You can discover what things he thinks bring importance. And you can build himself up a bit in his own eyes.

Introjection. Some children tell lies as we see it. They say they like the teacher when they hate her. If you can't lick them, join them. And so they take the values given them as if they were their own, because to fail to do so carries a threat--they're on the outside of the group, wishing in. But somehow you discover that they don't really feel as they seek to show they do. I'm not saying that your kids don't like their teacher. Some of them simply adore their teacher. But oftentimes people say they love things or believe things when they don't. They decide to go along with it, rather than to fight it.

Isolation. This is where the hypocrite comes in. The one who separates off into another compartment, as if this one had no relevance to the rest of what he was doing or thinking or to his values. It's rather like the kid whom you teach, "Be ye kind." So he says, "Be ye

kind"--and he can recite it and even tell you the scripture from which it comes. So what's he doing? Watch him when he walks down the hall. Watch him when he goes to the drinking fountain. There goes the head of the next kid ahead of him in the line. He didn't relate, understand, or rather, incorporate, "Be ye kind." And it's applied there. It's head knowledge, not heart knowledge, and it is compartmentalized as someone else's value. It's a recitation. A ritual. A shibboleth. The behavior ought also be changed. And so we have the hypocrite. But how many of us apply the best that we know to our behavior?

Projection. Ever blame somebody else? Have you heard Flip Wilson on TV? Whom does he blame? (Responses) Yes, the "debil" made me do it. This is projection--refusing to take the blame or responsibility yourself. A choice one of siblings is, "He hit me first!" It's his fault, you see. We get into blaming. Or, "She doesn't like me." What is that often saying? (Responses) Yes, lots of times it means she doesn't like the one about whom she's saying that. Often times, when one goes around saying this or that one doesn't like them, it may mean the speaker doesn't like the others. Or, when someone thinks a certain way about a matter and attributes to another the same attitude or way of thinking, it may well be projection and have little ground in reality. If one goes about accusing another of a misdeed, it could be that he is attributing his own motives or deeds to the other person. Just because he would do it, he thinks the other person would.

Ever feel you had to justify yourself, "I did this because . . ." and there wasn't a cause at all--or, at least, that wasn't the real reason? (Parent responds) Yes, this is a favorite one. Ever swatted your kid sometime for insufficient reason, justifying your impatience with such farfetched things as you just knew he was going to end up in prison if you didn't? And then felt even guiltier? (Widespread parent response) Oh, how about that? Ever try to justify yourself to your child, instead of saying, "I'm sorry. I was wrong." Why? Still having to save face, instead of admitting you make mistakes and don't always have to be right? What are we doing? We're keeping our image, our balance, our equilibrium. At least for a minute, until we can recover far enough from being off center to being able to do an about-face and say, "I'm sorry. I flew off the handle. That's not the way I ought to do. I'm calmed down and ready to listen." (Parent comments. Another parent says, "I have a hard enough time admitting that to my husband, let alone to my child.") A trouble area for nearly everyone--rationalization. It's a part of self-discipline, isn't it, being able to face ourselves? But, rationalization is not bad in itself. Rationalization can be good, because it keeps us in equilibrium long enough to come to the place where we can bend--be in enough balance to say, simply, "I'm sorry. I've made a mess. What can I do about it?" Not that being sorry always mends the thing, but it surely does help to start setting things right again.

Every once in a while reaction formation seems apparent in those who take on causes that seem completely unrelated to them. Sometimes they actually feel the opposite, but they feel guilty for feeling the opposite, so they do what is really quite out of keeping with their basic belief. Perhaps this keeps them from being the kind of person they hope they won't be or that they secretly despise; but they are. The kind of person they can't admit to themselves. Or, they take exactly the opposite tack that they would ordinarily.

How many of you in regression have noticed that maybe the older child will handle the baby's bottle as if he'd like to try it, and maybe actually does try it? Or examine a lot of things of the younger child--beyond the usual curiosity--or go into baby talk? A bit of regression. This is pretty common with the older child when a new sibling enters his life. No matter how well we may have attempted to prepare him for the sibling, it's still a shock when the circumstances are upon him. Preparation isn't very realistic. It takes a lot of imagination both on his part and the parents' part to prepare him for this. It is not unusual at all for a teacher to hear baby talk at school, even when it has not been present earlier. Maybe it will pass away in a few weeks with loving care and a bit of understanding and extra nurturing. I recall a third grader--an excellent reader, excellent student, a gifted child. But suddenly she was talking baby talk on the playground all of the time. The baby wasn't even talking yet, you know. All of a sudden she was very dependent. What did we do? We took care of her. She got to play the baby when they played house. Other pupils accepted her as a baby temporarily. Her mother and I talked together about what we saw as needs here--regression showed the need of the little girl to right her equilibrium and to tip off her parents that it seemed nicer to be a baby, that she felt displaced by the baby. Understanding the language of defending oneself by regressing or becoming dependent can help us provide the emotional balance for our homes. How do we use regression as adults? We don't want to learn new things. We resist new ideas. We don't want to see it the way the other fellow sees it. Why? Because it's easier for the moment just to stay where we are or act on a less mature stage. Acting in mature fashion might push us a bit. This is a form of regression. Or, we decide we don't want to do such a hard task after all, and we go back to an easier level of performance, refusing to push ourselves the least bit.

We want to talk a few minutes about repression. Why? It's the most dangerous. All of these other things we know we do. But when we repress something, we become unaware then of its presence. And when we become unaware of its presence, we cannot really deal with it. It's there; but we can't admit it. Now, somebody else may be aware that something's wrong, but we can't let ourselves in on it. We keep these guilty or dangerous or painful thoughts pushed down. We won't even admit we have them. As if it were something terrible to have evil thoughts. Well, you know, everybody has evil thoughts at times. Some people have guilt feelings that are overly strong and have no redemptive method for coping with the problems, so they torture themselves worrying about it. Torture stops in its direct attack, if we can hide from ourselves its existence. This sort of thing happens with our children when we treat them as if it were wrong to have emotions. "Son, you mustn't feel that way." What can he do with it then? He can't even admit he feels that way. It's a dangerous thing to tell a child he mustn't feel that way. This is insulting, anyway. If I told you you mustn't feel that way, would you feel very free to tell me your feelings? (Parent comments, "You wouldn't know what to feel then--maybe couldn't feel--and would learn to not admit your feelings so you wouldn't know when you were feeling what.") Confusion. Yes. Now you can't tell anybody your feelings, and it's wrong to feel. Now you get into repression, insulation, isolation and all of the rest. It's a rough and lonely world, now. Now he feels guilty just for thinking and feeling.

How do you deal with that? It becomes increasingly difficult, because he keeps pushing it down. He cannot bring it out openly where he can examine, reflect on, define and cope with what is going on inside of him--and outside of him--in relating to people. By the time he goes through a few years of this, he doesn't know how he feels. It's all just one big blur, and he can't really deal with it. How do we as parents deal with this? Do you remember what Ginott said? We acknowledge his feelings. He's really showing himself off. He's really having a fit of anger. You don't reinforce his anger; but you acknowledge the fact that he feels terribly angry. And when he calms down in a few minutes, help him discover why he feels so very angry. Now it may be that you know the reason. Maybe you don't. Maybe he doesn't really know the cause, either. Maybe it's some kind of displacement. Maybe it's a whole series of things. Just frustration at . . . But what's he frustrated about? We must let him feel and we must let ourselves feel. Perhaps one thing some of you like about being a woman is that women have a lot more freedom about showing their feelings than men have. It's fine to be able to cry if you need to. Isn't it? (Response) Nobody's ever told me I ought not cry; but some have asked me, how come you're crying? And, of course, it's confusing to them, because women cry at lots of things: they cry when they're angry, they cry when they're mad; they cry when they're happy, and they cry when they're sad. (Laughter) But children cry. They cry in lots of ways. And we have to let them cry and express their feelings. The point is to help them find ways to express their feelings. Find ways that are constructive.

Sublimation. When you can't gratify something directly, then find an acceptable substitute for this. Our handout says that the person substitutes nonsexual activities to gratify frustrated sexual desires. This is a part of bringing up our children to have healthy attitudes toward sex. Sex education begins with birth. It begins with the little sibling maybe when he begins asking questions by patting mummy's swelling tummy. This may be nonverbal, but it's asking a question. This is a part of preparation here. It's a part of teaching him so that he won't have to repress all of these natural feelings.

Sympathism. Of all of the very simple devices, sympathism--choosing up sides--getting somebody to sympathize with you and tell you you're right, is probably the most commonly used outside of rationalization, and the simplest, least mature. You just cross somebody to the extent that their ego is damaged, and they begin to enter into a power struggle to prove they're all right. What happens? They start choosing up sides. He tries to build up his feelings of worth, even though he may have his shortcomings, by trying to gain sympathy or getting others on his side. What happens when your youngster runs to you, telling about the other playmate outside? What is this? Sympathism. Get to mother first, we call this game. Get more on your side. Enter into a power struggle. Get to daddy first. Get to teacher first. Do you know this game? (Parent comments) Yes.

Undoing. This is the concept of making restitution. This ought to be the ground work for discipline. Not punishment for punishment. What happens when you do something wrong? What do you do? Describe the condition. What can you do about it to make it right? Not every situation can be rescued. There are many different ways of rescuing them; but

you make an atonement for it. You try sincerely to make it right. If you break the neighbor's toy, you don't quit exchanging toys or sharing. That's not usually the logical answer. What is logical? (Parent responds, "Repair it or replace it.") Surely. If you can't repair it or replace it, you get a reasonable facsimile or you share one of your toys the other child would like to have. A mutually satisfactory "instead of." There are ways of making restitution. We can't say, "Oh, that's too bad. It can't be repaired," and let it go at that. And we don't say, "Oh, never exchange toys." Because this is a natural part of growing up, learning to be responsible, to get along with others. Of course, he has to be left free to decide whether he wishes to share something or not and under what circumstances, lest we remove his rights as an individual. One of the youngsters I tutored was involved with some teenagers in another city in chopping down every other tree. Not every tree, every other tree, purposely, on a boulevard. It had taken the people about ten years to get these trees to the beautiful stage they were. What would you do in a situation like that if you were the judge? (Parent comments, "Hang 'um right there. I love trees.") Laughter (Another parent: "There wouldn't be much you could do.") (Still another parent: "Sure, there would. Have him go out there and dig up those stumps and then put in new trees.') (Still another parent: "Yes, then he'd know he shouldn't have done that. Then he has a way of making it right and having a clean slate--not just feeling guilty and having to fight down his guilt. He'd know by then, too, a lot about how to be responsible and take care of the community.") That is exactly what the judge had them do. Nobody told those kids they were bad. They were going to end up in jail. They were never going to amount to a hill of beans. The judge made sure they did what was right. Be responsible. Make restitution. The kids are so much better for the way it was handled. Did the kids do a good job? Indeed, they did. It was also a stipulation that they were to earn the money themselves. The parents were not to merely give it to them. They were given the job of keeping the boulevard--at prevailing student rates. Do you know those kids had a ball doing what they were supposed to do? They really saw themselves then as contributing citizens, instead of the scamps they had been. It was an excellent exercise in undoing. What can you do? How can you make it right? When things are in a mess, how do you make it right? Now we come to the word <u>coping</u>. Let's put the emphasis on this little word: coping with the situation. This is what he's going to have to do for a lifetime. Let's teach him.

Now, when we sit down to read with him, we'll have all kinds of these defense mechanisms. He may not even hold the book. And it closes. And, boy, is he glad! (Laughter) This is a defense mechanism. How do we work through this? We hold the book, and we keep shoving it gently over so it's more available for him to hold, and sometimes we even put his hands on it, gently. Sometimes we read a few lines and he rereads it, so that we can take the stress off--so that he can get back in balance. Remember the picture of the teeter-totter we have--keep the balance. Attack, and then need for him to defend himself, will only complicate. He cannot directly cope then. Don't push him clear on down. You are the weight on the other end to help him rise and get off the ground. Remember, as he goes through all these contortions, slides out of the seat, lets the book fall closed, decides he can't move the marker

for himself, or just plain won't even look at the book. Remember these are defense mechanisms: ways of avoiding stressful situations.

Why does he need the defense mechanism? (Parent responds, "To protect himself. To protect his self image.") To protect his self image. What's he saying to you? I can't because I haven't well enough. I'd like to do better. How do I know he's saying, "I'd like to do better?" Because he's not satisfied with himself. If he were, he wouldn't need the defense mechanism. Take heart, parent. He cares. If he didn't care, he wouldn't be going through all this. He wouldn't be out of equilibrium. He'd likely be a happy, I don't care at all, kid. And you'd probably have less trouble behaviorally while you teach. Nonetheless, it will help you if you remember all the contortions he goes through--and sends you through--are defense. He's attempting to cope with the situation--even though the poor coping methods are defeating him. To avoid stress. We try to find ways to keep within the limits of stress. We simplify the task. We break it down into smaller units. We use many diversionary tactics. We change the type of activity time and time and time again. We see him beginning to balk, how do we apply this? If he is beginning to get too many words that he doesn't know, then we need simpler tasks. Or, if his eye movement isn't too good, maybe the use of a liner to support the eyes will ease the stress, or we can read to him while he follows. There is no reason why he has to read it all to you. He can follow with his eyes. We will be talking about many techniques later.

During break think up some questions, exchange ideas with each other, and relax.

After break. Role playing. Problem: Johnny comes home with a report card with 3 C's, 3 D's and 4 F's, which, being interpreted, is not so hot. (Laughter) One of these F's is in conduct. Now, we need a mother and a father. Mother looks at the report card and hands it to father. Father says and does . . .

You can play this according to how you wish you had done it, according to how you did do it, according to how you think it might be done in somebody else's home, next door, of course, or whatever. Thank you, D. We have a volunteer here. Who wants to be father? Who will be father? O.K., father, come on. (Parent comments, "I am that father!") (Laughter)

If somebody wants to be Johnny, you can, or you can imagine Johnny. Oh, you want to be John, Al, so you can all interact. O.K. (Parent asks, "Do I have to go up there?") Well, you probably are as far away as you can get. (Parent comments, "With a report card like that, why should I want any closer?") (D: "Do you want father to react?") Oh, yes, normally!

D: "John, what have you been doin'?"

John: "I got a bad memory."

Father: "Son, it says here 3 C's, 3 D's and 4 F's.--I'm not a very good actor. I've got to have John right here." (Laughter)

John stoops down to size--as if he were going to stand on his knees: "Is this a recording?"

Leader: "Yes."

John: "Oh, oh! You're on, too. Well, Dad, what do you think of this?"

Father: "I'm studying."
John: "Will you sign it for me?"
Father: "There's a place here for my signature, John, but before I sign it, I want to go over these things with you a bit. I see here you have a C in spelling. I can't understand that, because when you bring your papers home at night, you do a real good job."
Mother: "And I've been drillin' him every night in his spellin'."
Father: Why don't you shut up?"
John: "I try awful hard, but she gives such awful hard spelling words."
Father: "I'm no actor. If it were my son, I know what I'd say!"
Leader: "O.K."
Father: "I'd make it look like it's not really just his problem. That he is trying to do a good job. I'd rationalize it--even project it off onto the teacher. There must be something wrong with the teacher's ability. He could do it at home. Mother, when you teach him, he does it real fine. John, next time this report card comes, I'll expect improvement. I think that's enough. (The portrayal was quite in keeping with the home tenor.)

Roles are played again by other players. O.K. Now who'll take this father's place there and somebody take mother's place. Let's play this another way. Fine--Mr. and Mrs. M.

Mother: "This is what goes on at home, eh?"
Leader: "However you want to play it."
Mother: "O.K. (Laugh) This is my next door neighbor."
"Well, I'm kind of ashamed of this, how about you? We've talked and talked about this problem--this F--your talking in school."
John: "Yeah, but, Mom, it's that kid back of me. He pokes me all the time."
Mother: "Yes, and I've talked to your teacher, and we know what it's all about. And I think it just takes a little bit of self-control. When Dad sees this, you've had it."
John: "Yeah, but, Mom, he's got a heavy hand. Does he gotta' see it?" (Almost in tears)
Father: (Comes in) "I see you've got 3 C's, 3 D's and 4 F's, and that one of the F's is in conduct. Now we've taught you at home to get along with your friends and to pay attention to the teacher."
John: "I've tried awfully hard, but this teacher, she just doesn't like me. I don't know why--doesn't matter what I do--she just doesn't like me. If I could get another teacher, maybe things would work out better.
Father: "Maybe if it's because she doesn't like you, it's something that you're doing wrong. From this report it looks like it's more your fault or something you're always doing wrong."
John: "There you go again, taking the teacher's side!"
Father: "I guess we'll have to have a conference with the teacher here and find out what the problem is and talk about it some more. Next time I expect the grades to be a little bit better in this area. A little more harsh discipline might be necessary."

John: "Well, when she talks, I can't understand her. She mumbles all the time. And I get so I can't pay attention any more. When she asks a question, she thinks I'm not paying attention or don't care."

Father: "Well, that's a possibility. Maybe your hearing isn't too good." (Laughter)

Leader: "Johnny, how do you feel?"

Johnny: "A little cornered. Definitely. The idea of a conference just doesn't appeal to me, because we've had conferences before and mother talked to the teacher, but they failed to take me into it. The child feels like he's on the outside and rejected."

Leader: "Kind of like a ping-pong ball?"

Johnny: "Right."

Leader: "How about you, Dad? How are you feeling?"

Father: "I just got stumped on how about going about solving the problem."

Mother: "Well, I'm just kind of the same way father is. We've had conferences and seems like nothing has come of it. We've tried taking away treats and being good, and still no response. So we don't know where to turn now."

Leader: "O.K. Let's play it another way now. We all do it different ways. Let's have a new cast with a little girl in place of the boy. Play it any way you wish."

Mother: "Well, I'm afraid I wouldn't be as calm as what these people are."

Leader: "Play it any way you feel."

Mother: "I'd probably say, 'Well, I see he takes after you.' (Laughter from the group) Because I didn't do that in school."

Father: "I would say, 'Well, what's your excuse?'"

Girl: "Well, I don't really have one. It just happened."

Father: "Well, I think probably you're on the telephone too much instead of doing your homework. You're running around with your girl friends and playing when you're supposed to be doing homework. It looks like we'll have to take some privileges away to see if you can make better grades. What do you think about that?"

Girl: "Oh, well. I think I tried just as hard as I can."

Father: "Evidently you don't try too hard according to your report card."

Leader: "How do you feel, Daughter?"

Girl: "Like I've tried as well as I know how, and I still get bad grades. Helpless."

Leader: "Do you feel let down?"

Girl: "Oh, very much so."

Leader: "How about you, mother? How do you feel?"

Mother: "I can't quite visualize why it comes so hard for a child. Like the reading we did together the other night. I don't remember ever having any problems in school. It's hard for me to understand why he can't learn better. I haven't been through it. Yet I know he works so very hard with me. It's so hard for me to cope with it, because I can't really understand why they can't learn--why they're not learning."

Leader: "O.K., father, how about you?"

Father: "Well, there are a lot of different things to take into this. If they're trying as hard as they can, do find out from the teacher about the other end; but I know that not everything was gong well on our end, too. The telephone was the biggest problem. Too much extracurricular activity and too little systematic attention to school work. It helped by taking away some of the freedom and limiting the telephone time and structuring the time and place and materials to do the work."

Mother: "I sometimes feel I expect too much--more than he is able to give. That maybe that's part of the problem."

Leader: One thing that will help us, I think, is understanding developmental levels. In a lot of schools this may not be applicable (a problem, that is) because the child may really be taught on his level and pace of reading. But if the child is a full year behind, his chances of having really appropriate teaching are pretty slim. Why? Because most of the rest of the class is going on, and the room is not individualized to suit the level and pace of those who cannot keep up. Thus the gap becomes wider and wider, because the child is left to have to cope largely for himself in materials and expectations too far ahead of him. He must constantly stretch, and yet cannot really reach.

You remember last time when we did the reading on the overhead when I tried to start with the last page, which was really just a few simple pages along? Twenty words along. Do you remember what trouble it was and how you thought you couldn't unlock it; but we did within the time allowed? True. With more practice we could have done better and could have remembered the words better. We would have remembered better, too, without delay. But think how much more difficult it would be now to reread it than to have done it immediately following the first reading. Much has been lost in the delay. But the idea is: we have to start where the child is. This is a key to learning: the developmental level. Readiness for the task at hand. If the child is constantly being stretched to read from the second grade reader when he cannot read the first reader well, this is inappropriate. It puts real tension on him to be stretched to the snapping point. He has to compensate terribly. He will fall into bad reading habits--or habit of no reading at all.

I read with a child the other day, who at every word, did this (put his head down at every word in a rocking motion to bring his eyes into focus on the one word in the moving book). I finally held his head still. He couldn't hold it still by himself; he was under real stress and poor reading habits that kept him from progressing. Holding his head, I said, "Now, read." And he read so much better, though he was still under stress. And he wanted so much to read well. I asked if he kept bending his head down to read each word in the classroom. He answered, "Yes." I asked if his teacher tried to stop him or help him hold his head still. He answered, "She doesn't have time." A smart kid! But she hadn't told him! Then he said, "How am I going to keep my head still?" I replied, "If you'll hold it like this with your hand, you'll get the new signal that your head is moving. Like this. When this hand gets tired, lay something on your book or use rubber bands to keep the pages from flipping, and do it like this. Or buy the little folding metal book holder--you can get them for a dollar. Then your book cannot

go back and forth, because it will be held in the proper position." I've never seen a child more appreciative. It worked. All of a sudden he had a miracle happening. Such a simple thing. Of course, he couldn't read well the other way. He couldn't focus his eyes well and his head got tired bobbing. He hadn't known why he couldn't read fast enough. These things happen all of the time.

Developmental level. If a child is reading on a preprimer or primer level and he's constantly required to read too far along, he's overloaded. All kinds of errors begin to build--into bad habits.

So this is another idea necessary for understanding learning difficulty: overloading. Anytime a lot of errors are building up, he cannot do as well now as he could before, he's overloaded. He's beyond where he ought to be--beyond his developmental level. If he needs help on more than 5 per cent of the words, it's too hard for independent reading. Now, that isn't many words. If he can remember the word from a picture, or from another cue from further back, show him. But if he cannot get it, merely tell him the word to keep the meaning going. Then you can show him more keys later on. Then, to keep from overloading, break it down into small enough units. Let's leave this for a while--we'll get back into it when we're talking specifically about applying all of this within the reading teaching later. But these are key ideas in any teaching that we do with our children: know and respect his developmental level, and don't overload him, so that we might have realistic expectations and he can succeed. I hope we don't expect the seven-year-old to do fully as well as a ten-year-old. But further, that we do not expect more than the individual child can deliver. Sometimes the expectation might be changed so that you would expect more of the younger, more capable child; but generally speaking, follow the child's development.

Children have uniform sequences. That is, all children go through sequences--similar sequences; but not all at the same rate or age. All you have to do is look at a group of second-grade children to realize the differences in developmental rates and potentials: big ones, little ones, fat ones, thin ones, tall ones, short ones. They're all shapes and all sizes. They're all growing at different rates, but they all go through the similar sequences. But, if you demand more from the child than his developmental sequence allows, it will be as it came out in the role playing, "I'm cornered." "But I really feel I've done the best I know how. Why should I be my own doctor?" He's in the same situation we are in when we go to the doctor. We can't heal ourselves. We must find out more about what goes on with our children. If we corner them, we're not really helping them. If we try to find out and give them plenty of room to express how they feel, fine. But if we merely blame the teacher, though it could be the teacher's fault partially, to protect the ego of the child, that's not the whole story, either. If we blame the child, that's not the whole story, either. The child thinks, "Now, let me see, the teacher doesn't know how, mom and dad don't know how, how am I supposed to be my own teacher? They're supposed to help me If I can't look to them for help, my gosh, where can I look?" And so, here he is, cornered again.

What would we do when he comes home with the report card? Let me share one little technique. Reflection of feeling. (Chalkboard) He's

going to have more feeling about the report card, especially if he's had one before, than shows on the surface. When he first comes home with the report card, he doesn't really know what it means. He only has a number of different attitudes he's picked up from siblings, parents, teachers, and other pupils. If he brings home that report card the first time, and there's disappointment written all over the parent, is he going to rejoice in bringing home the report card next time? Well, not as much. What if he's brought this home several times, and every time he brings it home, there's a lecture? I'm not saying he doesn't deserve a lecture or any blame or anything like that. It merely doesn't produce constructive results. Or he's felt cornered? This has been a terribly tense situation. It's stressful. Unrewarding. (Unless this happens to be the only time he gets the undivided attention at home, and thereby comes a danger.) Then how are grades to be any reinforcers? Any reward? They aren't. And yet we expect grades to be reinforcement. The gift given for good performance. The payoff. But what happens when there has not been some appreciation given? All parents and teachers ought to find something good to say to and about the child. Can't you find something good? A part of this is what Ginott was talking about when he said just a sympathetic grunt. But it's more than that, too. Of course, the sympathetic grunt did reflect the feeling of the youngster, but reflection of feeling is feeding back the jist of what is being said and felt so that the child can bring it out where he can acknowledge it and examine it without needing to build up defenses. It's psychic space. How about an arm around him? "How do you feel about it, son? How do you feel about it?" What's wrong with that? When he's free to show disappointment? If he's hanging his head, maybe you aren't getting anything verbally. You may have to set up a few tentative hypotheses. Are you disappointed? (Not I'm disappointed. This is the opposite of the usual, you see. We're not the ones to tell yet how we feel.) If we tell him how we feel right now, what is this going to do? He thinks he has to feel this way too, and we have assigned feelings to him. They cannot be his own. We're not going to tell him how to feel. We'll put our arm around him. We ask how he feels about it rather than how he thinks about it. He's not really thinking, unless he's been crowded and has to think, "Now, how do I get out of this one?"

Father: "We have an eleven-year-old girl who has terrible grades in conduct. When we talk with her about it, she just sulls up."

Mother: "No comment at all. She won't even look at us. I guess a part of this is how she got this way--that is, not fishing for her openly to evaluate."

Leader: "Do you know what it is she does?"

Mother: "She talks."

Leader: "She talks--incessantly? What does the talking mean? To whom does she talk?"

Mother: "To the children."

Leader: "To the children. Not to the teacher? Do the children listen?"

Mother: "I suppose so. She disrupts the class. She distracts the children."

Father: "She's the type of leader the children are inclined to follow."

Leader: "What would you set up as hypotheses about why she might talk so much in class?"

Hypotheses from group: "She might be bored. She might not like her teacher." "Are the rest of the grades acceptable?"

Father: "The rest of the grades are average."

Leader: "Has this always been a problem, or is it just recently?"

Father: "Six years. Since the start of school. She's in sixth now. It's always been a problem."

Leader: "What's beginning to happen physically now, too? Is puberty beginning? Who's important? That's why I asked who's important. Friends. The peer group is becoming more and more important, so you've got this operating more than earlier in a different way, perhaps. What else?"

Father: "She wants attention."

Leader: "From whom?"

Father: "Particularly from the friends. Part of it is a very normal need to communicate."

Leader: "Does she actually have plenty of opportunity to communicate with them? Do you know what school is like--at some places? What is it like at _____? Do they really have much opportunity to talk?

Mother: "They don't have any recess and just 25 minutes for lunch. Well, no. I don't know what opportunity she would have to converse with her friends."

Another parent: "Children in the upper grades at _____ don't have recess either, but I don't really know what effects it has on the children. The school explained there wasn't time with all of the things they needed to get done. I think they need a break if for no other reason than to let off steam and say what needs to be said. We have breaks at our job. It's law. But we're only adults."

Leader: "Yes. This is a good tension reducer--to have a break, recess, so there may be a real need there to have plenty of communication. I might have known it was a girl. This is not common with boys until they are older. Disturbing, yes; but not by incessant talking usually. It's the girls who are more likely highly verbal. (Laughter) You know how the boys communicate--physically, punching, poking, etc. (Laughter) What else might be operating here? I wonder if the teacher doesn't keep reinforcing this? What happens when a child is repeatedly corrected for something? How does it act?"

Mother: "It makes him do it more."

Leader: "Yes. It makes him do it more. It makes this act almost as a drive."

Father: "I don't really believe it's the teacher, because it has been like this from the beginning of school."

Leader: "Let's just hold that one. Let's not throw out any hypothesis yet. Let's look at the teacher(s). Maybe it is the teacher who is also acting as a reinforcer. What teacher, when a child talks a lot, doesn't tell him to shut up?"

Parents: "They're rare."

Leader: "Maybe there is need there for communication. Maybe it has been reinforced. I'm sure it has been. To what extent, we do not really know--or in just what manner. But reinforcement by constant correction has occurred. Maybe there is an accentuated need here for attention. At least, the attention from teacher and peers has been gratifying. A need to be liked--by peers, especially. This is not bad. This is good. It's just that it has gone more off on a tangent than it ought to. And then, one cause for talkativeness is tension. This is a tension reducer. We mentioned playground a bit ago as a tension reducer. So is talking for some people. It's a motor activity. What else might be operating here? You said it had happened over a long time: then habit is also a part. Any time things alter to change a habit, fine. But the minute the old reinforcement comes in, the whole pattern is reestablished. Immediately. Spontaneously. Regeneration. The habit is back. So all she has to do is go into a new situation and begin a little yak-yak, when the teacher doesn't want it, and the teacher turns to her. Here's the whole syndrome, the whole pattern, in play again. And her reputation could have followed her and complicated the behavior handling, too. Because it does happen this way. That's why I say a teacher needs to be very adroit at ignoring and then coming in on this talking (almost a drive now) so that she might gain attention in the right way for constructive use of verbal activity. Not that this attention is necessarily the pay-off here. But as we look at behavior we must look for motivation, the pay-off, what does the person get out of it? Quite a few of these pay-offs have already been mentioned, but not all. Attention. Tension reduction. Power struggle. She gets a lot of power. She's wielding a lot of power. Because all a kid has to do to have a lot of power is to misbehave in class and then have a teacher view this as a real problem. And now you've got a power struggle. And now it's the kind of teacher (or parent) who makes her authority uppermost that makes the gain even more fun. What else? As a cover-up for feelings of inadequacy. If I draw attention to this, they won't notice this something else. Any or all of this might operate. It could. Particularly revenge could operate if she feels she has been unjustly treated at some time or another. (Laughter) Haven't you been unjustly treated at some time or another in the classroom, or been blamed for something you didn't do, or been called down for talking when all the time it really was the kid behind you? What's the pay-off? Every time we look at behavior, we need to look at motivation. What do they expect to get out of it? This might help you to keep uncovering until you find the dynamics.

Many times we think our children do things more often than they do--such as the child who talks a lot, gets called down for talking even once in class. Whereas the other kid gets by. So I suggest lots of times with teachers who complain about this awful kid that they count the number of times he does it. You know, I've discovered sometimes it isn't as frequent as is supposed. It's only that it has become such an annoyance that it's very, very noticeable when this person does it. This could be operating, too. Sometimes to have the child himself count the number of times he indulges the undesirable behavior is good. Usually it takes the cooperation of the teacher on this to count it. I have kept with very young children who are trying to

direct their own behavior, counters with them. When they were to count a misbehavior, I said nothing. I merely winked at them. Occasionally I've gotten, "Oh, let's not count that one." The child knows, and I know, when there are fewer times of counting, that he is improving. He can get reinforcement for behaving for one hour or for just the one day. And, at the same time, he gets praise for his improved performance and gratification in areas wherein he does perform satisfactorily. He's really trying to count and to control his own behavior. Now, I don't say, "You count that one." Why? Because we'll get right back where we were in a power struggle and external controls. And we don't want a power struggle, but the child's own ability to control himself. Especially, we don't want a power struggle if he is reverting back to asking for it. We want him self-directed. And so I reply, "Well, you'll have to be the judge of that." (He judges more critically even than I.) And he marks down the score.

Another technique is to give a daily report to the parent through the child. I mimeographed the forms. You know, when one child has a problem, there are usually several with problems that can be solved with the same materials. Here is the sheet. Date. What we did in class. What the assignment was to be. What the deportment was: satisfactory or unsatisfactory. What the work performance was. My signature. The child's initials, the parent's initials. Every day. Any further comments are written on the back. It is difficult to change performance for a whole six weeks. But the daily reinforcement and counting can achieve behavior change and give daily reward and evaluation for performance. When the parent sees satisfactory behavior for the day, he can reinforce the good. He is a powerful reinforcer. But I want him to be a positive reinforcer. This type of procedure goes back to the principles we were talking about before the break: break the learning down into small enough units for the child to be able to enjoy success. He may not be able to hold out for a whole grading period or even a whole week. But he can daily have success and reinforcement to accumulate. We live one day at a time. That way, the teacher makes an evaluation each day, the child makes an evaluation each day, and the parent participates as an active reinforcer and HELPER. Does he get a pay-off at home? Maybe a sympathetic grunt when he didn't fulfill expectation; but an exclamation of "Great!" when the daily report was acceptable. When the reports seem to build up well, maybe even some little special reward is appropriate. The more firmly established the habit, the longer he can go. What does success breed? Success. What does failure breed? Yes. Failure. If she can't succeed for six weeks, maybe she can do it a day at a time. The next day, the next day. The next day. Maybe the next day she fails. Oh-h. But, with encouragement, maybe the next day she can pick herself up again. One thing the system does is make the child responsible for his own actions--immediately--without putting him over a barrel. It's not too hard for him. But it does take cooperation."

Parent: "I have this fellow working for me who has had a talking problem for years. Every job, every supervisor he has had, he says, has had to remind him of his talking--incessant talking--and even dock his pay, cut back on raises, suspend him, correct him; but he still has this problem. He wants to

change. On this kind of job we (draftsmen) do talk more than on many jobs, I'm sure. Tension builds from close and demanding work, and many times we have to cross check with each other on the different aspects of the drafting. But this fellow is way out of line most of the time. This has been his pattern ever since he has been with our company and even before that. He just can't seem to lick this problem.

Leader: "Notice that threats and punishments, even when it meant his livelihood didn't do it. Continue."

Parent: "I've talked with him that we do allow talking, you cannot constantly keep your head on the drawing board, that's not expected of any man. So, though, he gets better, he backslides into the same old pattern, and he's 30 years old."

Leader: "It is like a compulsion, the hardest to break. It sounds as if it is a tension reducer and also that he does not really have someone who listens to him in quality."

Parent: "You have a valid point there, because I also have the feedback from others that nobody listens at home--there is no intimacy. It does look as if he has a tremendous unmet need and tremendous tension that he finds some release for through talking, though others tune him out."

Leader: "It now acts as a drive, so that to control it is very difficult."

Parent: "Well, what effect do you think it has on the child, not getting a report card at all?"

Leader: "It would vary and there certainly would have to be definite reporting of some kind from time to time and definite reinforcements with the child--other reinforcements that might be a lot better than the report card if they were creatively used. One trouble with the report card, as far as the teacher is concerned, is that she cannot really know how this is going to be handled at home--whether the report card will be a positive or negative reinforcer--or a reinforcer at all. The emphasis needs to be on the child's progressing. Though most teachers regard the report card as a reinforcer for what she wished to accomplish, it may well be the opposite. Surely the parent needs some realistic appraisal of what his child is able to do among his peers in an academic situation and what level he is able to function on. A teacher would expect to interpret to the parent in some way the level the child was functioning on, whether he is doing the best he can under the circumstances. This is all that anybody can ask--that he do his best. Well, you can ask for more; but you won't get it. In fact, if you ask for more, you're likely to have retrogression. The child is going to feel misunderstood, because he is misunderstood."

Parent: "And when children get behind in their reading, if it weren't for some program coming along like this, how could a child ever come up to grade level? So that they--I know my son is so behind that he's embarrassed to read. I know if a child comes in the house of the same age and the same grade, he'll shut up, because he is actually ashamed of his reading.

The teacher says she never calls on him, because she knows he is ashamed."

Leader: "Umm. You've asked that nasty question. The provisions for this are so few. Let me bare my heart. We're sitting right now in the midst of some of the finest resources that we can find anywhere, students, parents, professionals, willing principals and schools. But it takes an endless amount of work. Somebody who decides that parents can make the best teachers. They have to teach them everything else and there aren't going to be enough reading helpers to go around anyway. It doesn't take much intelligence to discover this. Where do you find help? It falls right back on the parent most of the time to see that the job gets done. If another agency is responsible for the teaching, the parent still has to see to getting him there. The parent wants to learn, wants to be able to help and doesn't really have many other resources trained for helping in most communities. Then let's use the parent to help with the job if he is willing. Let's teach him how to do it. Let's not encourage him to sit back feeling guilty and say he wishes he could, or "What am I doing wrong?" or "I can't help him because I might do it wrong." (Which is a lot of bunk--you might do it wrong; but obviously it hasn't been done quite right all along. It might be better to change, even if it isn't entirely "right," whatever that is.) Then, too, there is a lot of, I started to say just plain misgiving, but it's deeper than that, it's hostility, on the part of education traditionally about the parent's teaching the child. I don't know why--well, I do know why, and don't like it. It's ridiculous, because we as educators demand, figuratively, that the parents send a prepared child to school at a certain age. Now, we know they don't. It's impossible, if we remember the developmental principles we talked about. What does preparation mean, anyway? If the parent has done all he can do at home, the children are going to be at all different stages, anyway. And so, we come right back to the developmental level when he begins--and his readiness physically, neurologically, in love for learning and desires in curiosity. Some come to school already reading. Somehow educators have got the idea that they're supposed to do it all in the academic area, and yet preserve ability to point blame if the child doesn't live up to expectation.

Even though I know how to teach the children--even though I know how to teach and can successfully teach special children--even though I have been successful in helping them function in total life skills, I would hate to have demanded of me in a schoolroom of 30 children that I do the whole job and have them all ready for the next grade level by the time the year is out. That is an unreal expectation. What's going to happen? No matter how good a teacher we have, she has only 24 hours a day, and, of course, only so many hours she can devote to teaching. The press at school to get all of the

needs taken care of is so terrific that she frequently puts off her own individual needs. Where are the resources to aid her in achieving the goals for every child?

Yes, there are some agencies around. But probably you're the best agency right here. You will be the one who has to see it through, even if you use another agency. You're going to be around them for quite a few years, we hope. You're going to give it a continuum. You love him. The very fact that you're here is evidence of that. You love him very deeply as nobody else does. And as nobody else will until he marries a fine mate to cherish. More than a school teacher does. Now, not more than a school teacher does with some families. But you love him more than the school teacher does. At the end of the day, she sends him home; but you have him then. You're stuck with him and his problems and he's looking to you for guidance.

As far as answers in our immediate schools and community, there are Title programs for a few children with teachers both trained and semi-trained. Those who are specially trained and those who are not. Those who are appointed to do the task on a lessened pupil load basis. Those that have Title programs in schools with disadvantaged children. Moore School is scheduled for a summer program for sixty children, but not primary age. Some junior highs have remedial teachers. Mrs. Sutton is a very excellent local remedial public school teacher with the upper grades.

There is a mental health clinic with load limitations, but no reading training on the part of the workers. There is limited student work in the education department here when the reading courses are being taught. There are some practicum and problems courses because the students desire them.

You ask where do you get help for such learning problems? I want to share this personal bit with you. Students constantly ask me if there isn't a pupil with whom they could work. I constantly have an inner tension because we can't go any faster here on campus. Students say every day, "Mrs. Murray, I'd like to do a problem. I'd like to really work with a pupil. I'd like the experience. I think I'd learn faster. I think I'd learn more realistically." Uh huh. Yes. I agree. "Look, Mrs. Murray, if I had a child, I could look up all these things. This is even in the library building. I could run upstairs. I could prepare the teaching materials." And students have prepared most of the teaching materials you'll be using. Merely because they care. They want to be better teachers. So, I say, I have a terrible feeling of, "We're not doing all we can. We ought to be able to do more, because we do have terrific human resources right here on campus. There are so many wonderful, wonderful students. So we're trying to put the two together. It takes time, energy, money, space. I hope a lot will come out of this."

Parent: "I know one of my neighbor's children. He's in the fifth grade. He can read now in a second reader. Why would those teachers pass him on?"

Leader: "This sounds cruel, but let me recite to you what one fifth grade teacher said--'I'm going to pass him on to sixth grade because I can't see whether it makes too much difference whether he's not learning in fifth or not learning in sixth. And at least he'll be with kids near his own age. I can't go way back now.' Well, she couldn't. But some could, creatively. Actually, that same teacher did go back with pupils the next year and did a pretty good job."

Parent: "With summer, he wants her to teach him. He says he wants her to teach him. She says that just now he has discovered the difference between 'was' and 'saw.' She said he always read it backwards."

Leader: "He probably did have some difficulties that made it harder for him to learn to read and did need some specialized individual help."

Another parent: "My sister is a teacher in California, and she has a daughter who does this same thing--saw for was, etc. She calls this perceptual difficulty."

Leader: "Yes."

Another parent: "What can be done about such?"

Leader: "Some go back and do perceptual training. Actually, some of this is being done on a volunteer basis in Fort Campbell schools with the Frostig program. A lot has been done at Byrns Darden School. Byrns Darden is using the Lippincott program. The physical education classes are integrating the motor development activities as an aid to perceptual development. But, even with the best programs, individual application and aid within the reading itself is required for each child to be assured of progress."

Parent: "You know, when it comes right down to it, I don't really expect anybody to be able to teach mine something I can't." (Laughter)

Leader: "Let me share with you a thought in that same direction. I was in a school and system as a reading consultant. This was for grades four, five and six. I was appalled at the many needs and the limited futures of the children because of the reading needs. There were many families who really wanted to help their children and would. At Shannondale School in Knox County we had what was the beginning of the parent helping group in 1962. We ran two groups in this experiment: one group taught their own children, another group of parents coming from other schools taught other children. Because of the restrictions in the county, they were not allowed to bring their children across the county to participate. So the parents came to help other children, with the expectation they would gain enough to be able to help their own at home. What did we find? Well, I told the children that they were to choose their own therapist. They were to stand for two minutes viewing the workers at the separate tables in the school cafeterias. Do you know who chose whom?"

Parent: "The children chose their own parents."

Leader: "They chose their own parents even though pressure had been used to encourage them to do otherwise. And they were right. It is that interaction, that dynamic of loving and caring that motivates the cure, changes the home, improves the parental skill, helps the child blossom into fulfillment of the highest dreams of the responsible citizen, adequately functioning, independent, self-directed, outgoing. You are the most desired. You are the strongest reinforcer your child has. Your attention is one of the most powerful tools for molding behavior that education can find."

List from Transcription of Parent Session III

Demonstration, using parents, of positive reinforcement, ridicule, no reinforcement when it would be expected
Concept of disjunction
Built-in reinforcers in power struggles
Planting and cultivating success, reinforcing the positive
How we know when something's wrong
    Building awareness
    Dynamics of jealousy
Some Things to Think About Discipline (handout) teaching discussion
Pleasure principle, using VAKT
Knowing frustration level and constructive coping with frustration
Perceptions
Changing distractability
Knowing and trusting expectations in motivation
Modeling

Break--intermission

Self-concept, self-image, self-enhancement
Building blocks of perception of self-worth and adequacy
Optimism
Security and progress for assuming more responsibility
Avoiding the fight and keeping the bridge
Self-esteem, praise and knowing when to quit
Reinforcements: praise, rewards--material, built-in, pleasure, time, attention, token systems, markers, counters, symbols, understanding
Some more about S-R procedures
Equal opportunity to achieve reward
Dynamics in inability to compete
Adjusting to more intrinsic pay-offs
Timing and scheduling
Difficulties in extinguishing old habits
    Frantic pushing to get old reinforcements
    Identifying reinforcements and changing patterns
    Negative and positive reinforcement
    What's worse than being ignored? No feedback?

Saying, but not doing.
Ego attack, avoidance of the real problem, and unsavory self-concept
I don't like you as you are: devastating phrases--if only, you always, you never, can't you ever . . .
Overdependence
The making of a social outcast

List from Transcription of Parent Session IV

Perception--diagram on overhead projector for gestalt psychology and perception (handout guide sheet also)
We tend to perceive as he have been perceiving
We tend to perceive what we want to perceive
We tend to perceive accurately when our observations fit into a pattern that has meaning. But individuals differ in what has meaning for them
We tend to perceive what others perceive
Applying perception principles in reading
Rereading method
Listen and follow
Reducing errors in perception
We tend to perceive both in wholes and in parts
VAKT, linguistics, syllabication
Likenesses and differences
What makes words easier or more difficult to perceive?
Keeping the thought going
Using the context
Sight words and sounds
Start where he is with what he knows
Increasingly clear visual perception
Increasingly clear auditory perception
Association of sound element with the printed equivalent
Vowels, because they can't have a word without a vowel
How to get him going on long and short sounds (cue charts furnished, soundo sheets, Barbe check lists)
Sight words
Adding consonant sounds
Key words (frequency-of-use lists furnished)
Using all sensory learning avenues
Perception altered by emotions--hurt feelings and disequilibrium distort perception
Mental abilities and perceptual handicaps
Cues (percepts)
Integrating
Attitudes toward self and school--and others and toward him
How to listen between the lines
Psychic space
Perceptual readiness
Parent questions and discussions of kindergartens and fears of school, behaviors from distorted perceptions
It doesn't really have to be threatening--only perceived so

Defenses when perceptions are threatening
Psychosocial stages again--and the demand to produce and achieve
What happens earliest--the need for early and immediate reward

Helping to attain. Templates. Let's begin with a. (3-minute demonstration group lesson applying principles discussed)

Rebus

Training to watch for likenesses and differences (discrimination)

What causes poor work habits? Developmental level, readiness and expectation, reinforcement, structuring for success to beget reinforcement, repetition only as it allows reward

Methodology: candles, mirrors, adding physical cues, mnemonic devices, directionality, inversion, overcoming telescoping, flash cards, fill-ins, sentences, likenesses and differences, parts within, crutches, wh, th

Parent suggestions: first grade visiting days, removing fears of the unknown, building realistic expectations

Er words

Attention span and expanding the span: activity change, diversion, change of eye focus, attention releases, interest devices, limiting expectation

Cue sheets, training sheets

Mental development readiness vs. emotional readiness

Small muscle development

Activities for reading with children with slower development

Magnetic chalkboard, letter card holders, letter cards, cut-out letters, body control, eye-hand coordination, developing body image and laterality, space creatures and the body as reference point, sequencing and directionality, balance, letter stamps, color and cast-offs

Demonstration

For reading, for safety, for grace, for ability to compete, for self-concept

Explanation of word frequency lists

Disintegration of performance and overloading

Sound substitution

Learning new meanings and vocabulary linguistically

Combinations, bases, prefixes, suffixes

Automatic level

Eye support

Liners, pacers

Treasure hunt directions

Using curiosity

Satisfaction of a completed task

Labels

Difficult words and carrier words

List from Transcription of Parent Session V

How to use an oral reading inventory
Computing progress and interpreting and diagnosing
Demonstration
Eye habits
Slot sheets, how to shift activities and build attention span
Patterning in spelling
Tracery, copy, and building visual and auditory memory
How to build reading vocabulary without drill
Letter sounds, sound units, blending, syllabication
Our library system and check-outs and materials and games
Teaching second vowels, and r and w as letters to alter vowels
Hard and soft c and g. How h combines
Overcoming monotone, reading for meaning
(Second grade handout)

Break--intermission

Difficulty in abstracting principles and meanings
Overcoming performance drop, avoiding errors and perseveration
Using perseveration constructively
How to correct errors
Reviewing
Quick success
Modeling for reading
Steps from dependency to independence
Methods for solving problems
Trust. Honesty. Relationship between you
You are the bridge
Functioning freely on a feeling level
Being ready to help
The book, the oral, the written, the listened to
Responsibility
How to measure your progress
Where do you put the emphasis?
What to expect when you bring the children: arrangement, time, materials, responsibilities, expectations, training the children to help
Parent questions
Incorporative mode
Empathy